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ABSTRACT

This publication updates information from prior surveys of the 50 states and the District of Columbia in the areas of: teacher licensure standards, standards boards, emergency or shortage-driven licensure, alternative preparation, minority teacher recruitment, state response to violence in classrooms, and linkages between efforts towards K-12 education reform and teacher education reform. In addition, the report includes new data concerning professional development of teachers. The data for each state are presented alphabetically by state. For each state report the following headings appear: entrance requirements for teacher education programs, requirements for regular licensure, requirements for emergency or shortage driven credentials, requirements for licensure with alternative preparation, standards boards, minority teacher recruitment, teacher education review and study, professional development, and response to violence. Selected findings from the survey include the following: (1) Changes in requirements for regular licensure suggest three trends--the requiring of a mentoring period during the first year of teaching, testing and additional requirements for licensure, and additional screening and background checks for prospective teachers; (2) continuing educational reform efforts reported by most states; (3) linkage between professional development and the Goals 2000 plan in only a few states. (JB)

Teacher Education Policy in the States

A 50-State Survey of Legislative & Administrative Actions

SPRING 1995

ED 384 590

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A 50-State Survey
of
Legislative & Administrative Actions

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AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

The American Association of Colleges for Teacher Education is a national, voluntary association of colleges and universities with undergraduate or graduate programs to prepare professional educators. The Association supports programs in data gathering, equity, leadership development, networking, policy analysis, professional issues, and scholarship.

AACTE operates the State Issues Clearinghouse to monitor and analyze state reform via the biannual survey, Teacher Education Policy in the States. The clearinghouse is supported by AACTE and a grant from the Ford Foundation.

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INTRODUCTION

The spring 1995 edition of *Teacher Education Policy in the States: A 50-State Survey of Legislative and Administrative Actions* includes updated data on teacher licensure standards, standards boards, emergency or shortage-driven licensure, alternative preparation, minority teacher recruitment, state response to violence in classrooms, and linkages between efforts towards K-12 education reform and teacher education reform. In addition, new data concerning professional development of teachers are included in the report. The following explains the categories in the survey:

- **Entrance requirements** focuses on what a student needs to master before entering a teacher education program.

- **Requirements for regular licensure** include standards for an initial or advanced teaching credential. Standards in this category generally refer to requirements that must be met by individuals who complete an approved teacher education program and fulfill requirements for state or district continuing professional development.

- **Requirements for emergency or shortage-driven credentials** refer to the process by which an individual who does not meet requirements for a regular license may be hired to fill a teaching vacancy when there is a shortage of qualified personnel.

- **Requirements for licensure with alternative preparation** describe routes to licensure designed for nontraditional students that provide accelerated preparation for teaching independent of teacher shortages.

- **Standards boards** describes any official state entity that may recommend or establish standards for program approval and the issuance of licenses. Some may also set, monitor, and enforce standards of conduct for professional educators. This type of agency may have final regulatory authority or may simply advise other state policymakers. Recent or proposed changes in this area also are documented.

- **Minority teacher recruitment** describes state-sponsored programs designed to recruit minority students into teacher education programs and to maintain enrollment.

- **Teacher education review and study** delineates SDE research activities.

- **Professional development** refers to state-sponsored or mandated programs and plans involving workshops, coursework, inservices, individual study, and mentoring designed to further educate individuals who have already obtained initial licensure.

- **Response to violence** include reports on state-sponsored programs and legislation concerning violence in classrooms and on school grounds.

Data in this survey suggest that economic conditions may be constraining education efforts or causing programs to be deleted from state budgets. Few new trends are evident in an overview of the spring 1995 data. The majority of states continued activities that combine K-12 reform with teacher education reform and form the basis of teacher education reviews and studies. Few states initiated new plans for changes in regular licensure, alternate licensure, emergency licensure, minority recruitment, and response to violence.

Entrance and Exit Requirements

In the previous survey, we found that 54 percent of the states have state-mandated requirements for entrance into teacher education programs. Out of all the states, only two states changed requirements in this category. In July 1995, Florida implemented entrance requirements allowing two routes for admission into teacher education programs. The amendment allows students to be admitted if they have a GPA of 2.5 on a 4.0 scale in the general education components of undergraduate studies or students or have completed requirements for a baccalaureate degree from an accredited college or university. Vermont changed exit requirements, effective July 1995, to state that graduates must have a major in liberal arts or science.

Requirements for Regular Licensure

Changes in requirements for regular licensure suggest three trends. Maine, Maryland, New Jersey, and New Mexico reported adding requirements for an induction or mentoring period spanning the first year of teaching. A second trend is in the testing requirements for licensure established in Maryland, New York, and New Mexico. In other states, respondents reported considering portfolio assessments, adaptations for multicultural considerations, or state-developed tests for competencies in general knowledge as well as subject areas. The third trend involves further screening of prospective teachers as evidenced by more states requiring fingerprinting and/or criminal background checks of individuals seeking licensure.

Emergency or Shortage-Driven Licensure

Data indicate that requirements for emergency or shortage-driven licensure did not significantly change in any of the states. Several states now grant shortage-driven licensure to individuals seeking endorsements in nontraditional subject areas. Montana, for example, offers emergency licensure to individuals seeking endorsement for Native American studies. South Carolina is the only state reporting that individuals seeking emergency licensure are required to achieve passing scores on the NTE and to participate in a summer workshop on teacher education and preparation.

Alternative Programs for Licensure

Few changes were reported in alternative routes to licensure, although some states reported that state legislatures constrained funding for the programs or eliminated grants used to support them.

Standards Boards

Two states report recent activity by their standards board. Michigan implemented new standards for teacher education program accreditation. The first review of a program was completed in spring 1995. Oklahoma changed the membership and functions of its standards board.

Minority Teacher Recruitment

Data from previous surveys indicate that states have a variety of incentive programs for minority recruitment, including:

- establishing loans and scholarships to students;
- providing grants to institutions;
- encouraging programs for high school students to participate in clubs and activities leading to a teaching career;
- recruiting and educating paraprofessionals;
- establishing job banks; and
- holding conferences to recruit and retain members of minority and bilingual communities in education.

Spring 1995 data indicate that a number of these programs have been constrained by budget cuts or eliminated by state legislatures. In two states, public funds are being augmented by private foundations, continuing programs on a smaller scale are operating in other states, or in cooperation with institutions of higher education. Driven by court orders to comply with desegregation laws, some states are in the process of implementing measures for minority recruitment which parallel desegregation activities in K-12 education reform.

Teacher Education Review and Study

Respondents in the majority of states reported continued activities in educational reform. In 11 states, new teacher education reviews and studies are under way.

In addition to the above trends, a number of respondents reported that legislation concerning teacher education and K-12 reform which was scheduled for action in the spring, are still pending or have been eliminated from the legislative agenda.

Professional Development

Professional development is a newly added category on the spring 1995 survey. State officers and teacher educators were queried concerning state-mandated professional development requirements for licensed teachers. Information concerning which agency initiated the state plans, funding, the degree of interagency cooperation, implementation, and links between professional development and licensure renewal was also gathered. Data indicate that

- only a few states link professional development to their Goals 2000 plan;
- the majority of states link professional development to requirements for licensure renewal;
- professional development requirements generally are not linked to teachers' classroom performance;
- few states allocate funds in state budgets for professional development activities, yet the majority of states require such activities;
- the majority of states rely upon districts to initiate, develop, and implement professional development activities; and
- several states provide professional development activities designed and implemented by teacher educators in the state agencies in alignment with K-12 and/or teacher education reform.

State standards for professional development activities vary. In states departments and regional centers identify needs for professional development, develop plans, and initiate activities. In other states, districts and regional or local education agencies have this authority, although some had general directions from the state agency.

Response to Violence

State activities in response to violence were reported in two additional states: Illinois and Maryland. The Illinois SDE is publishing the document, *Help Me Grow*, a resource guide with listings of community-level support groups, violence prevention programs, and recommendations for parents.

Acronyms

AACTE	American Association of Colleges for Teacher Education
ACT	American College Test
CAT	California Achievement Test
CBEST	California Basic Skills Test
CEU	Continuing Education Unit
DPI	Department of Public Instruction
ESL	English as a Second Language
ETS	Educational Testing Service
GPA	Grade Point Average
HB	House Bill
IHE	Institution of Higher Education
LEA	Local Education Agency
NASDTEC	National Association of State Directors of Teacher Education and Certification
NCATE	National Council for Accreditation of Teacher Education
NTE	National Teachers Examination
OPI	Office of Public Instruction
P-PST	Pre-Professional Skills Test
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SCDE	Schools, Colleges, and Departments of Education
SDE	State Department of Education

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Entrance Requirements

To be admitted to an undergraduate teacher education program, individuals must:

- have a total of 60 semester or 90 quarter hours of undergraduate courses, of which 48 or 72 hours, respectively, must be in general studies;
- a GPA of 1.5 on a 3.0 scale or 2.5 on a 4.0 scale;
- at least 300 on the Alabama Basic Skills Test; and
- interview successfully according to IHE-developed and SDE-approved criteria.

Exit requirements include a GPA of 1.5 on a 3.0 scale or a 2.5 on a 4.0 scale overall and in the teaching field(s), and the professional studies component with no grade below a C in professional studies. IHEs develop their own exit tests to assess knowledge in the candidate's teaching field and professional knowledge, and must certify that individuals have passed the exams as part of their approved program requirements.

Requirements for Licensure—Regular

Alabama issues a Class B Certificate to candidates who successfully complete a bachelor's degree and an approved teacher education program. To renew this eight-year credential, a teacher must:

- teach four of the eight years and participate each year in a professional development program planned by the local school district and approved by the state; or
- complete 12 semester or 18 quarter hours of college courses. Class A Certificates, issued to those who complete a master's degree and a state-approved teacher education program, are valid for 10 years. To renew this credential, the teacher must either:
- teach five of the 10 years and participate each year in a professional development program planned by the local school district and approved by the state; or
- complete 12 semester or 18 quarter hours of college courses.

Class AA certificates, valid for 12 years, are issued to those who complete an approved program of 33 semester hours or 48 quarter hours beyond the master's degree. To renew this credential, the teacher must either:

- teach six of the 12 years and participate each year in a professional development program planned by the local school district and approved by the state; or
- complete 12 semester or 18 quarter hours of college courses.

Requirements for Licensure—Emergency or Shortage-Driven

A superintendent may request that a candidate be issued a one-year nonrenewable Emergency Certificate if no qualified applicants are available for a specific teaching position. Persons receiving the Emergency Certificate must hold a bachelor's degree. Such individuals may become eligible for a permanent license by meeting the state-approved program requirements as indicated above.

Requirements for Licensure—Alternative Preparation

Since 1986, 19 of the 30 IHEs with teacher education programs offered the Alternative Fifth-Year Program. To be admitted to this master's program, candidates must have:

- a bachelor's degree with a non-teacher education major from a regionally accredited institution;
- completed 60 semester or 90 quarter hours in general studies, including humanities, social science, science, and mathematics;

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- the same number of hours in the teaching field as that required for the baccalaureate-level license; and

- a score of at least 300 on the Alabama Basic Skills Test.

To graduate, students in programs for elementary education, secondary education, and nursery school through 12th grade must complete 39 semester or 60 quarter hours of graduate courses, of which 12 or 20 hours, respectively, must be in subject-area studies. Students must also have 10 weeks of full-time student teaching totaling a minimum of 300 clock hours.

In 1991, the legislature created an alternative route to baccalaureate-level certification for individuals who hold a bachelor's degree from a regionally accredited institution and have two years of study or two years of work experience in the subject to be taught. Up to three one-year certificates may be issued to an employing superintendent. The individual may obtain regular class B certification after the individual is employed three years in the same school, and completes no more than 12 semester or 18 quarter hours of professional courses. This option was implemented in the 1992-93 academic year.

Standards Boards

The Alabama State Advisory Committee on Teacher Education and Certification (SACTEC) advises and makes recommendations to the SBE regarding standards and certification of teachers. There are approximately 30 members of SACTEC, representing teachers, administrators, teacher educators, school boards, businesses, specialty organizations, and the public. Regulations do not stipulate specific numbers of representatives that must serve from each group. Constituent groups nominate candidates for the committee, and the state superintendent appoints members for three years.

Minority Teacher Recruitment

An SDE employee recruits minority individuals for teacher education through involvement with high school programs.

Teacher Education Review and Study

Alabama is conducting teacher education review and study in two categories.

- Teacher testing: The Alabama Initial Teacher Certification Testing Program (AITCP) operated from June 1981 until July 1988, when the SBE took action to suspend the program. The AITCTP was suspended due to lack of funding for the test redevelopment which was required to comply with a consent degree resulting from an adverse impact lawsuit filed in December 1981. As part of the motion to suspend the AITCTP, the SBE directed the State Superintendent of Education to strengthen the admission-to-teacher-education process and subsequently adopted the Alabama English Language Proficiency Test and the ACT/Enhanced ACT or the SAT. Under the leadership of a new governor, who is also president of the SBE, an emerging trend appears to be a statewide test for prospective teachers.

A comprehensive review of the teacher certification process was conducted in Alabama. In December 1994 the SBE adopted rules that will award a certificate of eligibility that is valid for seven years, to individuals who have met certification requirements through the approved program approach. Once the individual has been employed in Alabama he receives a preliminary certificate valid for five years. A professional educator certificate valid for five more years is then issued to a person who documents 27 months of successful teaching experience or earns tenure. All persons who do not meet the successful teaching experience requirement or gain tenure may recycle through the process. Renewal of the five-year professional educator certificate allows for a combination of two of three components: course work, equivalent professional development activities, and educational experience. Although intended to be operational on January 1, 1996, implementation of the new process has been delayed due to concerns about the determination of successful teaching experience.

Professional Development

The Office of Professional Development at the Alabama SDE provides professional development programs and activities for teachers, administrators,

and leadership teams across the state. Quality standards for these activities are outlined in the Alabama Administrative Code. These standards are the foundation for establishing all professional development programs and activities that are approved for requirements of the SBE.

Professional development also is provided by local school systems and colleges and universities. Individual professionals are required to have a professional development plan as are all schools and school systems. The identified needs at all levels determine the various programs and activities needed.

Response to Violence

Legislation enacted in 1994 concerning safe schools requires teachers to acquire knowledge of juvenile law, nonviolent conflict resolutions, and school emergency response. Teacher education program approval rules will comply with the new legislation by January 1995.

Entrance Requirements

IHEs are allowed to set their own entrance requirements.

Requirements for Licensure—Regular

To receive a Type A Certificate, a candidate must:

- complete an approved teacher education program from an accredited institution;
- have a recommendation from that IHE;
- earn six semester hours of residency credits within the five years prior to application; and
- submit two fingerprint cards.

The Type A Certificate is renewable every five years if the holder submits a renewal application and fee, and completes six semester hours or nine quarter hours of coursework during the five-year period. For first renewal of licensure issued after April 9, 1997, applicants must complete three semester hours each of upper-division coursework in Alaskan studies and multicultural education. All initial applicants who meet all licensure requirements but who have not completed three semester hours each of Alaskan studies and multicultural education receive a two-year, nonrenewable Provisional certificate.

Requirements for Licensure—Emergency or Shortage-Driven

When, after exerting "diligent effort," a district cannot find a qualified, credentialed teacher, it may request that the commissioner of education issue an Emergency Certificate to an individual not otherwise qualified. This credential is valid "for a period not to exceed the end of the school year in which it is issued."

Requirements for Licensure—Alternative Preparation

An alternative teacher preparation program began in 1993. A fundamental aspect of this program is an assessment center through which candidates are processed after meeting the following criteria:

- earned a bachelor's degree;
- applied to the SDE; and
- met fingerprint requirements.

The assessment center (a portable system that assesses individuals in 13 areas) provides each individual with an Individual Certification Plan indicating his or her major needs for the first year of the program. An Apprentice Teacher Card is supplied provided that the individual locates a school district with an alternative route program and a mentor teacher. At the end of a successful alternate route program, the individual may be eligible for the Type A Certificate.

Additionally, a Content Specialist Card may be issued to individuals nominated by a local district to provide expertise in a specific area for one, two, or three classes per day. Individuals must have a B.A. degree, three years in an appropriate profession, and a portfolio to be presented to an assessment center. Unlike the alternate route described above, this does not lead to full certification.

Standards Boards

The nine-member Professional Teaching Practices Commission was reinstituted in 1992. The commission advises the SBE on licensure and recently revised the Code of Ethics.

Minority Teacher Recruitment

The Alaskan Native Teacher Scholarship Program permits districts to nominate Native Alaskans to attend and complete a teacher preparation program at an IHE. These individuals receive loans of up to $7,500 that are forgiven if they teach for five years in the district that nominated them. A central clearinghouse at the College of Rural Alaska of the University of Alaska-Fairbanks helps to place new teachers. Districts may request a list of minority teachers from the clearinghouse. Racial/ethnic identification in the clearinghouse is voluntary.

Teacher Education Review and Study

Alaska 2000 is a major, ongoing reform developed by collaborative activities between the state commissioner of education, the SBE, and several statewide committees. Alaska 2000 efforts are geared to raising education standards and include the following components related to teacher education:

- earlier and more responsible field experience;
- education skill-testing for applicants before admission into the program;
- successful teaching under a master teacher before receiving a Type A Certificate;
- required knowledge of technology; and
- master teacher certification endorsement.

These issues will continue to be considered throughout the coming year.

Professional Development

Alaska's teachers, administrators, and other special services providers are required to participate in professional development activities. Individuals with Provisional and Type A certificates are required to continue coursework in IHEs. In addition, individuals with either certificate and who are employed in public schools are required to participate in inservice activities and workshops offered by local districts. Local districts fund all activities but IHE coursework. Professional development planned and implemented by the districts is designed to focus on education reform with special emphasis on content area subjects as outlined in the state's Goals 2000 plan.

Response to Violence

No state programs were reported in this area.

Arizona

Entrance Requirements

Arizona does not require students to pass a standardized test for entry into teacher education programs. However, individual IHE procedures must be based on the following criteria:

- student knowledge in the specific subject field;
- student potential in the pre-professional skills and attitudes; and
- student command of general studies.

IHEs are free to establish specifics for program entry. Criteria for establishing entry procedures were fully implemented in January 1994 to increase both student quality and cultural diversity. A variety of assessment tools are used to show mastery of academic skills beyond the standard GPA-such as written composition, videotaped activities with young people, and alternative formats for admission with review on a case-by-case basis.

Requirements for Licensure—Regular

Upon recommendation from an approved SCDE, an individual is eligible for an eight-year, nonrenewable Temporary Certificate. To become eligible for the standard six-year certificate within the eight-year period, the holder is required to complete either a master's degree or 40 semester hours of either upper-division or graduate credit from an accredited institution. All individuals are required to complete one course or examination on the Arizona and the U.S. Constitutions. Arizona recognizes certificates from other states and automatically issues a certificate to individuals holding a valid certificate. However, if the individual has not completed a course on the Arizona and U.S. Constitutions, then he or she is issued a Temporary Certificate and must complete these requirements in the first year of holding the credential.

All candidates for licensure are fingerprinted and must answer questions designed to screen for a possible criminal background. The fingerprinting requirement may be completed during the candidate's teacher preparation program.

Requirements for Licensure—Emergency or Shortage-Driven

When a district superintendent verifies that there is no qualified, licensed teacher for a vacant position, the SDE may issue an Emergency Teaching Certificate for one year to an applicant who holds a bachelor's degree. To reissue the credential, the district is required to verify a continued emergency. The credential-holder can be rehired if he or she completes six semester hours toward the qualifying standard credential (regular education or special education) and passes one course or examination on the Arizona and the U.S. Constitutions.

Requirements for Licensure—Alternative Preparation

The state offers the Alternative Secondary Certificate to applicants who hold a bachelor's degree from an accredited institution, pass the Arizona Teacher Proficiency Exam (ATPE) in general knowledge, and have a major (or 30 credit hours) in the subject to be taught. Credential holders receive 160 clock hours of initial training divided between academic instruction and introductory classroom experience. Candidates continue participating in academic instruction for the next 30 weeks. They spend the first 10 of those weeks in the classroom and assume some teaching responsibilities. Candidates have sole responsibility for the class during the remaining 20 weeks. All training is implemented by the district in conjunction with either the SDE or a SCDE that offers an approved secondary education program. During the 30-week period, candidates receive support from and are evaluated by a professional team. The district recommends a candidate for either the Temporary or Standard Secondary Certificate.

Standards Boards

The SBE has two subcommittees responsible for teacher education standards. The Professional Practices Advisory Committee is a hearing body of seven members appointed by the SBE.

Minority Teacher Recruitment

No state programs were reported in this area.

Teacher Education Review and Study

The teacher education program approval process is under review by the Arizona SBE. In addition, the ATPE is currently under review, with possible elimination.

Professional Development

Arizona's professional development is limited to requirements for licensure renewal. Teacher workshops and inservice programs are designed and implemented on the local district level and coursework is financed by the individual teacher. All classes must be taken at accredited universities or colleges.

Response to Violence

The legislature formed a task force charged with studying school violence in Arizona and making recommendations to the governor. Local school districts are reviewing the recommendations for implementation.

Arkansas

Entrance Requirements

To enter a teacher education program, a person must have a 2.5 GPA in prior undergraduate courses and P-PST scores of at least 170 in reading, 171 in writing, and 169 in math.

Requirements for Licensure—Regular

To receive an initial credential, prospective teachers must:

- hold a bachelor's degree;
- complete an approved teacher education program;
- have a 2.5 GPA; and pass the NTE professional knowledge exam (with a score of 642) and the NTE specialty area exam (with the appropriate cut score).

Upon completion of these qualifications, the person can receive the Standard Certificate, a six-year credential renewable with teaching experience. A 10-year renewable Master Certificate also is offered for those with a master's degree.

As part of Act 236, "Meeting the National Education Goals: Schools for Arkansas' Future," a task force is studying standards for teacher licensure including outcomes-based licensure. This 17-member committee, appointed by the governor in 1991, continues its work. The committee currently is developing new standards for licensure.

Requirements for Licensure—Emergency or Shortage-Driven

Probationary Provisional Certificates are issued to individuals when a district verifies that it cannot find a licensed teacher to fill a position. Individuals must:

- hold a bachelor's degree from a regionally accredited IHE with a major concentration in a teacher licensure area;
- have a 2.5 GPA (overall or in the major area of concentration);
- pass the P-PST or the GRE; and
- obtain a passing score on the NTE specialty area exam, and Professional Knowledge Test.

Applicants for Probationary/Provisional certification must complete all assessed coursework from an accredited IHE. Probationary/Provisional certificates may be renewed twice. Completion of one-third of the applicant's coursework is required for each renewal, and for Standard certification.

Other routes to obtaining Provisional certificates are available to applicants. The Provisional certificate is the initial certificate offered to teachers with valid out-of-state credentials or expired standard credentials, and to students prepared out-of-state.

Requirements for Licensure—Alternative Preparation

Arkansas offers alternative preparation for licensure to applicants with at least a bachelor's degree in a certifiable field. Applicants with a minimum 2.75 GPA, letters of recommendation, and character references are eligible for entry into the program. In the first two years of the program, individuals must attend a one-week training session in the summer and seven weekend training sessions during the school year. Participants also must work with a mentor teacher for three years, and pass the NTE and the P-PST in the first year of teaching. Upon completion of these requirements, individuals are eligible for the Standard Certificate.

Standards Boards

Arkansas has no standards board. The former Arkansas Teacher Education Certification and Evaluation Committee was disbanded and the Teacher Licensure Task Force was formed to restructure education.

Minority Teacher Recruitment

Funds from the University of Arkansas at Fayetteville, the governor's office, the SDE, and private foundations were combined to provide a minority teacher recruitment activity for high school juniors and seniors with interest in teaching.

Teacher Education Review and Study

The Teacher Licensure Task Force is considering recommendations for new teacher licensure standards, assessment procedures, and assessment tools for teacher and administrator evaluations. Subject-matter experts, higher education faculty, administrators, and public and private business administrators are collaborating to define standards for what beginning teachers must know. The goal is to formulate a plan for an outcomes-based licensure system.

Professional Development

Arkansas initiated a professional development plan for all certificated employees in the state's efforts towards education reform in the 1980s and since Goals 2000 has revised its plan. Each certificated employee is required to participate in 30 hours of professional development activities per school year. Local districts fund the professional development activities with some supplemental support from state agencies. Arkansas has 15 regional cooperatives and three school districts which are all operated by a board of educators. Professional development activities are conducted by the regional cooperatives. Programs can be conducted by SCDE faculty, administrators, teachers, or private practitioners. State standards for accreditation currently are under revision and it is expected that future standards will link teacher classroom performance with professional development activities.

Response to Violence

In 1991, the state legislature passed a bill to suspend drivers' licenses of individuals found guilty of violence on school property. A second bill, the Arkansas Safe School Act, specifies drug-free school zones and prohibits carrying handguns on school property. Both have been implemented.

Entrance Requirements

California requires teacher education students to meet several criteria:

- Each cohort of candidates admitted to a teacher education program must have attained the median or higher in a comparison population on one or more indicators of academic achievement, as determined by the individual institution;

- Each candidate must also take the California Basic Educational Skills Test (CBEST).

However, candidates are not denied admission to teacher preparation programs solely on the basis of test scores. To advance to student teaching, candidates must pass the CBEST and verify competence in their subject matter either by passing subject-matter exams or by completing approved subject-matter programs. (Most students attain a bachelor's degree before entering a professional teacher education program, but this is not a state requirement. Undergraduates may take teacher education courses but may not major in education.) The state has decided to use constructed response questions in each content area which requires candidates to solve problems, interpret literature, analyze social science problems, and plan scientific experiments, etc. Multiple-choice questions also are used to assess each candidate's breadth of knowledge in his or her subject area.

Requirements for Licensure—Regular

Teaching credentials are offered at two levels, the Preliminary Credential and the Professional Credential. To obtain a nonrenewable Preliminary Credential, candidates must:

- attain a CBEST total score of 123 (no section score may be below 37);

- complete an approved California teacher education program that includes the teaching of reading and study of the U.S. Constitution;

- document knowledge of subject matter either through completion of an approved program or by examination (PACT).

To obtain a Professional Credential, candidates must:

- successfully complete 30 credits beyond the bachelor's degree in an approved California IHE's program;

- pass a course in health education;

- pass a course on mainstreaming exceptional children; and

- pass a course on the use of computers and other technology in the classroom.

The Professional Credential is renewable every five years if the candidate teaches at least one semester and completes an individual professional growth plan that is reviewed by a local advisor. The plan must contain at least 150 clock hours of activity. Some individuals who complete fifth-year teacher preparation programs and meet all other applicable requirements receive the Professional Credential as their initial credential.

Requirements for Licensure—Emergency or Shortage-Driven

A district may hire a person to teach any subject if it can demonstrate a shortage of credentialed personnel. Individuals hired on an Emergency Permit must hold a bachelor's degree and must have completed a subject-matter program in an accredited IHE or demonstrates competencies by examination. To renew the permit, the person must be enrolled in a teacher preparation program, complete six credit hours of courses annually, and work with anexperienced educator. The state awards a Professional Credential after a candidate completes all requirements.

Another shortage-driven license is the District Intern Program, which is available when districts experience shortages of licensed professionals. The governor and the legislature included $2 million in the 1993-94 budget to support internship programs. The CTC will award grants to improve or expand existing internships or to create new ones.

Requirements for Licensure—Alternative Preparation

California offers two kinds of alternative preparation programs. One is for individuals who wish to obtain Professional Certification while working in a district where a shortage has been identified. If districts can show a shortage of "certified and qualified" personnel, they may hire individuals who have bachelor's degrees, passing scores on the CBEST, verified competence in their subject, and completed a three-week block of preservice training. The state issues District Intern Certificates to candidates with these qualifications. The newly hired person then works with a mentor teacher, has an annual evaluation, and takes coursework toward a Professional Credential. The state awards a Professional Credential after the candidate completes the school district's teacher education program and two years of classroom teaching.

The second program begins when prospective teachers apply directly to IHEs for the University Intern Program. Candidates must have a bachelor's degree, passing scores on the CBEST, and verified competence in their subject. They also must enroll in an internship teacher preparation program that is based on CTC standards.

The state issues Internship Credentials to candidates who have met these qualifications. Under the supervision of an IHE, candidates work toward a Professional Credential and teach full time.They receive the credential after they complete two years of successful teaching and the IHE's fifth-year teaching program.

The Eminence Credential allows a few exceptional individuals from other professions to teach. Districts and individuals apply for this one-year, renewable credential, which is valid only in the county in which it is issued.

Teachers with a credential from another state may teach for two years while they meet all requirements for state credentialing, including passing the CBEST and the new subject-matter assessment. The CTC has discretionary authority to grant Professional Credentials to these teachers once they have met all requirements.

Standards Boards

The California Commission on Teacher Credentialing (CTC) is an autonomous board with policy-making authority on all aspects of state teacher preparation policy. It establishes credentialing requirements, conducts educational research, sets program approval standards, evaluates programs to ensure that standards are met, and administers required testing programs. Education codes require that the CDE, the state superintendent, and the CTC keep each other informed of their initiatives.

State law specifies the following composition for the CTC: six classroom teachers, one school administrator, one school services person other than an administrator, one university faculty member in teacher education, one representative of the state superintendent, and five public representatives (one of whom must be serving as a local school board member). Those members are appointed by the governor. Four nonvoting commissioners are appointed by their respective institutions: the Board of Regents of the University of California, the trustees of the California State University, the Association of Independent California Colleges and Universities, and the California Postsecondary Education Commission.

The CTC commissioned an Accreditation Advisory Council to develop an accreditation framework in 1988. The council made recommendations to the state legislature in 1993 for subsequent implementation. The senate adopted the legislation, which became effective on January 1, 1994. In spring 1995, the state published the framework and began reviews of SCDEs. Features of the newly implemented accreditation process include:

- smaller accreditation teams;
- measures to standardize evaluations;
- consideration of changing demographic conditions of the student population;
- increased integration with features of the certification system; and
- increased responsibilities for the accreditation team.

In a second report released by the CTC in 1995, the commission reviewed teaching credential requirements in a forum with invited participants, including representatives of IHEs, special education, parents,

administrators, teachers, and businesses. Key issues and concerns were identified in an effort to achieve five objectives:

- improve the quality and continuity of teacher preparation, teacher induction, and teacher development;
- anticipate the future educational needs of children and adolescents in California;
- prepare teachers to serve as partners with families and communities;
- provide alternative responsible pathways into teaching careers; and
- build on outcomes of recent reforms in teaching credential requirements.

Minority Teacher Recruitment

SB 1636, enacted in 1990 but currently unfunded, establishes the Paraprofessional Teacher Training Program. By providing financial assistance for books, fees, and tuition, this career ladder program is designed to help paraprofessionals attending a community college or a California State University campus to earn teaching credentials. In return, they must work one year in a classroom of the sponsoring district for each year of scholarship they receive. Districts will apply to participate in the program, and those selected will be required to support cohorts of paraprofessionals who will enroll in, and proceed through, SCDEs. To qualify, a district must have a population that is at least 40 percent minority and must employ at least 300 paraprofessionals. The legislation anticipated that 12 districts would be funded to work with 600 paraprofessionals. Although the legislation's primary purpose is to address teacher shortages in the state, it is also intended to diversify the profession.

School aides qualify for licensure as Teacher Assistants at community colleges through a category established by law in 1989. Students can enroll in either of two pilot programs (at Mission College-San Fernando and Shasta Community College in Reading) to prepare for licensure under this category. To qualify, the applicant must pass the appropriate exam, developed and administered by CTC.

Teacher Education Review and Study

After a year of preliminary work, a review panel was chosen by CTC to examine all aspects of teacher education policy related to induction, basic licensure, emergency licensure, alternative licensure, and licensure renewal procedures. The study team consist of 24 education professionals representing teachers, administrators, state agencies, teacher educators, and members of the public. This year-long study panel is recommending policy changes which will be considered by the legislature and the CTC in 1996-1997.

Professional Development

California links requirements for professional development to licensure renewal. Teachers and other credential holders complete 150 clock hours of professional development activities, independent study, classroom observations, curriculum development, and other leadership experiences. Activities to address professional growth goals are planned and discussed with the adviser, who also verifies to the commission that they have been completed. See "Requirements for Licensure—Regular" for further reference.

Response to Violence

The legislature asked the CTC to assume the lead in preparing future teachers for teaching in safer schools. For over a year, a panel used focus groups in 11 counties to determine actual experienceswith school violence; perceived causes of and solutions to violence; and implications for training of school personnel. A full report was published in spring 1994. Legislation was passed requiring that candidates for teaching credentials complete appropriate training in principles of school safety as outlined by the commission.

Entrance Requirements

Applicants for admission to Colorado educator preparation programs must take the Program for Licensing Assessments for Colorado Educators (PLACE), which is a basic skills assessment.

Requirements for Licensure—Regular

Colorado began implementing the Educator Licensing Act of 1991 on July 1, 1994. The act mandates a three-tier licensure system: a Provisional and a Professional License and a voluntary Master Certificate. All candidates for Provisional Licenses are required to successfully complete the PLACE assessments in basic skills (including oral English proficiency), liberal arts and sciences, content knowledge (specific to the candidates area of endorsement), and professional knowledge, with some exceptions for special services personnel. Most assessments include both selected response items and written performance components. The assessments are administered three times a year at eight sites throughout the state.

To move from a Provisional License (issued to all educators new to service in Colorado) to a Professional License, the educator must successfully complete an approved induction program and a performance assessment.

Requirements for Licensure—Emergency or Shortage-Driven

If a Colorado school district can demonstrate to the SBE that no licensed educator is available for a teaching position, it may request that an Emergency Authorization be issued to the most qualified candidate available. The authorization is renewable annually based upon continuing need and demonstration that the district is not able to offer an Alternative Teacher Preparation Program for the educator.

Requirements for Licensure—Alternative Preparation

In 1991, HB 90-1150 charged the SBE with developing criteria for the approval of alternative teacher preparation programs provided by school districts or accredited independent schools. The SBE uses the following criteria as a basis for admission to these programs: The candidate must hold a bachelor's degree from a fully accredited institution of higher education, successfully complete all portions of the PLACE assessments except professional knowledge, undergo evaluation by the state licensing office (or be recommended by an SBE-approved institution of higher education as having met subject-matter requirements for regular licensure and possessing the subject matter necessary for teaching in the endorsement areas), and agree to participate fully in the alternative teacher program.

Applicants meeting these requirements are issued an Alternative Teacher License. The candidate then must engage in 225 clock hours of planned instruction and activities, to include training in dropout prevention. Mentor teachers supervise the candidate. A support team (composed of the mentor, the principal, and an IHE representative) plan the content of the person's program, determine when the candidate can have control of a classroom, evaluate the candidate's progress, ensure that a significant portion of the teaching assignment is in the individual's subject area, and recommend to the school district whether the candidate is eligible to receive a Standard License.

School districts may charge fees to candidates to cover the cost of the program.

Standards Boards

Two boards have advisory responsibility to the SBE for educator standards. The Teacher and Special Services Professional Standards Board has nine members appointed by the governor with the consent of the senate. The board composition includes four licensed teachers, one licensed special services provider, one licensed principal, two laypersons (one of whom must be the parent of a child currently attending public school in Colorado), and one faculty member of a Colorado IHE with an approved teacher education program. This board advises the SBE and has the authority to study, develop, and recommend criteria for licensure and to evaluate approved and alternative education programs, induction programs, and professional practices.

The Principal and Administrator Professional Standards Board also advises the SBE on school

administrator preparation and licensure. The board is composed of five administrators, one citizen, one teacher, one college faculty member, and one parent.

Minority Teacher Recruitment

Under the Minority Teacher Incentive Program, grants of $1,500 are available to minority teacher candidates who are accepted into an alternate teacher program and are "promising candidates," as determined by the district. The state does not appropriate funds for this program, but rather requires the SDE to solicit funds from outside sources. The legislation limits the solicitation of funds to a maximum of $200,000 per year.

Teacher Education Review and Study

In June 1993, the Strategic Planning Committee on Teacher Education was established by the Colorado Commission on Higher Education. The committee was charged to take a broad look at all SCDEs with a particular focus on teacher education. A number of recommendations which combine reform of teacher education with K-12 restructuring are under consideration. Subsequently, teacher education standards were redesigned to match an outcomes-based approach.

Other efforts include increasing collaboration between the SDE, IHEs, and local districts; encouraging IHE faculty in the arts and sciences to participate in elementary and secondary school activities; and placing emphasis on collaboration between educators and school service providers.

Professional Development

Colorado links professional development to renewal of provisional and professional licenses. Local school districts are required to fund activities. Although teachers develop a professional license renewal portfolio as part of their individual professional development plan, this portfolio is not included as part of assessing the teacher in the classroom. The professional development program in Colorado is not directly linked, at this time, to Goals 2000. National board certification can be used in lieu of professional development plans.

Response to Violence

No state programs were reported in this area.

Entrance Requirements

To enter a teacher education program, a person must be interviewed, submit a writing sample, and pass either the PRAXIS I or obtain an SAT composite score of 1000 (no less than 400 on either section) or an ACT composite score of 24. Candidates may not major in education.

Requirements for Licensure—Regular

Candidates who have a bachelor's degree, have successfully completed an approved teacher education program, and have passed the PRAXIS I, PRAXIS II, or CONNECT are eligible for the Initial Educator Certificate. This credential is valid for one year. During this year, individuals take part in the Beginning Educator Support and Training Program (BEST) in which a school-based mentor and trained assessor evaluate the new teacher up to six times. With a satisfactory assessment and 10 months of successful teaching, the individual is eligible for the Provisional Educator Certificate which is valid for eight years. During the next eight years, the individual must gain a master's degree or 30 semester hours of credit and complete three years of successful teaching. At that point, the individual is eligible for the Professional Educator Certificate which is valid for five years. Ninety clock hours of continuing education is required every five years thereafter. On July 1, 1994, Connecticut enacted legislation requiring educators to be fingerprinted when hired by school districts.

Requirements for Licensure—Emergency or Shortage-Driven

Superintendents who have advertised a teaching position and can find no qualified, credentialed candidate may ask the state to issue a Durational Shortage Area Permit. Eligible applicants must hold a bachelor's degree. This one-year credential may be renewed twice provided the holder can show enrollment in a teacher education program and has taken at least nine credit hours of courses over the two years.

Requirements for Licensure—Alternative Preparation

The Alternative Route to Certification program is an eight-week, full-time summer program, followed by two years of supervised teaching in a public school. This program, under the direction of the Department of Higher Education, is for those who wish to teach in grades four through eight or in secondary classes in English, foreign language, history, math, science, or social studies.

Applicants must:

- have a bachelor's degree with a major in the teaching subject, or the minimum number of credits required for regular endorsement in their area;
- write an essay demonstrating command of English;
- either show proof of having registered to take the PRAXIS I or to have earned a passing score on PRAXIS I;
- have experience working with children; and
- have an undergraduate GPA of at least a B or have 24 semester hours of graduate credit with a GPA of at least a B.

The latter two requirements may be waived by the commissioner of education. Students who complete the eight-week program are issued a record of completion. When they obtain public school employment, they are issued a 90-day, temporary credential. After successfully completing the 90-day probationary period, individuals are issued an Initial Educator Certificate, under which they teach for 1 1/2 years. Like other new teachers, they must participate in the BEST program. When they successfully complete this program, they receive the Provisional Educator Certificate.

Standards Boards

The Connecticut Advisory Council for Teacher Professional Standards consists of 17 members. Six

teachers are appointed by the unions (four from the Connecticut Education Association and two from the Connecticut Federation of Teachers), and two members are appointed by SBE. One member must be a state or local administrator or higher education representative, and one member must be from the business community. The remaining members are appointed by the state legislature and include at least one parent, one local superintendent, and from three to five representatives of business and industry. This group serves in an advisory capacity to the SBE, the legislature, and the governor on teacher credentialing, preparation programs, and professional development. The Advisory Council completed a study on professional ethics and recently published and distributed a Connecticut code of educational professional ethics which was approved by the SBE.

Minority Teacher Recruitment

SDE plans to restructure education in Connecticut include collaborative programs between IHEs and local districts for increased minority teacher recruitment.

The state offers the TOP (Teaching Opportunities for Professionals) program for currently employed paraprofessionals who wish to become teachers. Paraprofessionals in the TOP program work half of the school year until they complete studies toward licensure. The district pays their salary during this time and receives state funds to provides a substitute paraprofessional to work during the time that the regular employee is in college. Approximately 80 percent of those participating in the program are minorities. The legislature appropriates $500,000 annually for the TOP program and requires the commissioner of education to seek private sources for the rest of the necessary funding.

Teacher Education Review and Study

The governor established the Commission on Educational Equity and Excellence in 1992. The goal of the commission is to establish quality and excellence for all students. The commission is considering a number of recommendations concerning education of K-12 students.

Professional Development

The SDE initiated Connecticut's state-mandated professional development plan in July, 1989. The state allocated $693,000 in 1995 for state-wide workshops, conferences, and private professional development providers. In addition to state-sponsored activities, school districts are required to provide 18 hours of workshops a year at no cost to teachers. Requirements for license renewal are linked to professional development activities. These may include inservices provided by regional educational service centers, administrator-initiated and led workshops, and continuing education units offered by SCDEs. Each district has suggested guidelines from the SDE on how to link curriculum development, educator assessment, and professional development to student needs. Use of the guidelines is voluntary. Preparation for national board certification cannot be used in lieu of professional development requirements.

Response to Violence

Increased incidences of youth violence have resulted in a number of legislative actions in Connecticut. Included are new regulations regarding reporting of violence and restrictions regarding carrying firearms and encouraging teacher preparation institutes to provide a school violence prevention and conflict resolution component of their program. Using metal detectors and hiring security officers have been district-level actions.

Entrance Requirements

Delaware permits IHEs to develop their own entrance requirements.

Requirements for Licensure—Regular

For regular licensure, candidates are required to complete both an approved teacher education program and PRAXIS I. Passing scores for the paper-and pencil-version are 175 on reading, 174 on mathematics, and 173 on writing. Passing scores for the computerized version are 322 on reading, 319 on mathematics, and 319 on writing. The individual then receives a five-year Standard Certificate which is renewable if the person teaches the same grade for three years or takes six hours of coursework. After teaching three years in the public schools, the individual may obtain the Standard Certificate with Professional Status. The requirements for renewal of this credential are the same as those for renewal of the Standard Certificate.

Requirements for Licensure—Emergency or Shortage-Driven

Anticipating a teacher shortage, Delaware initiated an incentive program in 1985 to prepare college-level students, teachers, and professionals outside the field of education for teaching in such shortage areas as math, science, physical science, chemistry, and computer science. Currently, new students are not being admitted into this program. Another program, "People from Other Professions," provides stipends and tuition waivers to professionals with 15 credit hours of study in their field to take teacher education courses. In addition to offering courses at the college level that fulfill teacher education requirements, the SBE sponsors Summer Institutes.

Applicants are eligible to apply for Delaware's Standard Certificate after completing coursework in the programs described above.

Requirements for Licensure—Alternative Preparation

Delaware does not offer an alternative preparation program for licensure.

Standards Boards

A Professional Standards Council advises the SBE on matters related to teacher and administrator licensure. The board consists of 21 members, including eight teachers or specialists; two school administrators; one superintendent; one district personnel officer; two teacher educators from IHEs; one school board member; one parent; one representative from business and industry; one representative from the office of the governor; one representative from the DPI; and two legislators. An Educational Associate in the DPI's Professional Standards and Certification Team serves as the nonvoting executive secretary of the group. In addition, the Assistant Superintendent for assessment serves as a nonvoting ex officio member. Currently, the council is preparing recommendations for restructuring the initial licensure and the renewal process.

Minority Teacher Recruitment

The SDE is considering a number of options to be implemented for increased minority teacher recruitment, including provisions for alternative preparation. Programs are to be implemented by the school year 1995-96 for state legislature acceptance.

Teacher Education Review and Study

The SBE is considering measures to restructure teacher education to increase collaboration between IHE faculty and local districts, develop performance-based standards for teacher education content as well as program approval, and implement a two-year program for newly certificated individuals.

Professional Development

The Delaware Standards Council initiated plans linking professional development activities to K-12 education reform as part of the state's plans for Goals 2000. Professional development is required both for licensure renewal and for increase in salary steps. Licensed educators can participate in inservice and/or take IHE courses as part of professional development. Individuals are encouraged to participate in coursework related to the new state K-12 curriculum

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for math, science, and language arts. Outside of requirements for licensure renewal, individuals are free to pursue professional development on a voluntary basis. Activities are funded by individuals, the school districts, and the state.

Response to Violence

Delaware's House Bill 85, effective July 1, 1994, requires school personnel to report all acts of violence, regardless of cause or surrounding circumstances. Reporting procedures are clearly stipulated, precluding the influence of professional judgment or ambiguity concerning what to report.

Entrance Requirements

IHEs determine entrance and exit requirements to teacher education programs. The District of Columbia requires candidates to successfully pass the PRAXIS I (Pre-Professional Skills test) and the PRAXIS II (Subject Content Assessment).

Requirements for Licensure—Regular

Once individuals complete an approved program and pass the required tests, they are eligible for an Initial Certificate. With two years of successful teaching, individuals are eligible for the five-year Professional Certificate, which may be renewed with six semester credit hours (graduate-level coursework or inservice training).

Requirements for Licensure—Emergency or Shortage-Driven

If no licensed person is available, the DCPS offers a nonrenewable permit whereby individuals may be hired for one academic year on the recommendation of a school officer. Such individuals must hold a bachelor's degree and be working toward licensure.

Requirements for Licensure—Alternative Certification

An individual with a bachelor's degree and appropriate content coursework in the area to be taught can participate in the District of Columbia's Alternative Certification Program. The program was first implemented in 1992-93.

These individuals complete an intensive academic program in pedagogy prior to teaching and during the school year. Participants teach with the support of a building-level support team to include a collaborative teacher, instructional supervisor, and the building principal. Upon satisfactory completion of the program and required tests, participants may be eligible for the Initial Certificate.

Standards Boards

The DCPS Board of Education regulates teacher education policy in the District of Columbia. The Board of Education gave final approval for the revised teacher licenses on September 22, 1993.

Minority Teacher Recruitment

No state programs were reported in this area.

Teacher Education Review and Study

The deans of the District's SCDE's meet quarterly with school administrators to discuss relevant teacher education issues. Recent issues included meeting the needs of the nontraditional students, and outcome-based teacher education through school/university partnerships.

Professional Development

In 1980, the D.C. Board of Education implemented professional development requirements for licensure renewal. Both state-appropriated and district-appropriated funds are used for inservices, although teachers pay for coursework at SCDEs. Figures regarding the amount of money allocated in FY '95 are not available. The Office of Educational Accountability, Assessment, and Information as well as the Center for Systematic Educational Change are responsible for designing and implementing inservices and workshops. Professional development is not linked to teacher assessment procedures, although it is a concept under consideration in the District's application for Goals 2000.

Response to Violence

No state programs were reported in this area.

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Florida

Entrance Requirements

An amendment enacted by the 1994 legislature, to be fully implemented by July 1, 1995, provides two routes for admission into teacher education programs. Currently, applicants must score in the national 40th percentile or above on either the SAT (a combined score of 840) or the ACT (a score of 20 on the enhanced test). Incoming juniors in Florida IHEs are required to pass the Florida College Level Academic Skills Test.

The amendments allow students to be admitted if they have a GPA of 2.5 on a 4.0 scale in the general education components of undergraduate studies or students or have completed requirements for a baccalaureate degree from an accredited college or university. That accreditation must be by one of the regional accreditation associations.

Requirements for Licensure—Regular

To be eligible for a two-year, nonrenewable Temporary Certificate, Florida's initial teaching credential, an individual must hold a bachelor's degree from a regionally accredited teacher education institution which meets an area of specialization, be employed, have a 2.5 overall GPA, and undergo fingerprinting.

To advance to the Professional Certificate, an individual must complete the professional education course requirements, if any, and participate in the Professional Orientation Program within the first two years of employment. This beginning teacher program, running for one full year, provides a support group of experienced personnel and involves documented competencies, evaluations, performance activities, and preparing a portfolio. (Participation is modified for experienced teachers.) After successful completion of the education course requirements, Professional Orientation Program, and passage of the Florida College Level Academic Skills Test, the Florida Professional Education Subject Test, and the Florida Teachers' Certification Subject Area Test(s), the individual is eligible for the Five-Year Professional Certificate. This certificate can be renewed with six semester credit hours or 120 inservice training credit hours.

Requirements for Licensure—Emergency or Shortage-Driven

No state programs were reported in this area.

Requirements for Licensure—Alternative Preparation

Florida does not offer an alternative route to licensure.

Standards Boards

On recommendation of the State Board of Education, the governor appoints and the senate confirms the 24-member Florida Education Standards Commission (ESC). The ESC advises the legislature and the SBE on teacher recruitment, subject-matter competence, clinical education, governance, accreditation, and program approval. (The SBE consists of the elected commissioner of education, the governor, the attorney general, the insurance commissioner, and other members of the cabinet.) The composition of the ESC is stipulated as follows: 12 teachers (at least one of whom must be an educator from a private institution and one vocational educator), one superintendent, one school principal, one school personnel officer, one teacher education inservice director, four citizens (two of whom must be school board members), three IHE representatives (two SCDE deans and one employee of an independent IHE), and one community college administrator.

The commission revised the Principles of Professional Conduct to update information about harassment, discrimination, and reporting obligations. The report recommends that training in the code of ethics be part of teacher and staff development.

The Professional Practices Service operates as a judicial arm of legal authority for those who violate the educational code of ethics and takes final action on disciplinary charges, including the revocation of certificates.

Minority Teacher Recruitment

Although the state no longer has a full-time person devoted to minority teacher recruitment, there are still

in place strong teacher recruitment initiatives that assist in the recruitment of minorities into the teaching profession. These include state sponsorship of the Florida Future Educators of America Program at all levels, elementary, middle, senior high, and postsecondary. Over 700 chapters are active throughout Florida. Approximately one-third of the student membership is minority. Additionally, the teacher recruitment section of the Bureau of Teacher Education, Recruitment and Retention conducts recruitment activities such as the annual Great Florida Teach-In, a nationally promoted teacher recruitment job fair, attends out-of-state university sponsored job fairs, places advertisement in publications, and provides employment information to persons seeking teaching opportunities in Florida.

Teacher Education Review and Study

The Commission on Education Reform and Accountability, a 23-member board representing business, parents, education, and government, has been established to guide progress toward implementing school reform initiatives in Blueprint 2000 (CS-SB 2054 and 1504). The goal of Blueprint 2000 is to create a system of school improvement and educational accountability. The committee has identified generic competencies for all teachers and is taking steps to implement standards for the competencies, which address knowledge skills and dispositions necessary for successful classroom teaching. Plans are underway to design a continuum of skills for professional development ranging from preservice through all levels of licensure. Blueprint 2000 emphasizes improving practices throughout the educational system and is based on performance standards.

Professional Development

Florida's professional development is based on the requirement that all individuals with regular licensure participate in district-planned professional development activities for licensure renewal. Districts design professional development activities and provide the funding. State participation in professional development is limited to school accreditation processes.

Response to Violence

School districts have responded to issues of violence in a variety of ways. Some offer inservice programs on conflict resolution, classroom behavior management, crisis training, and prevention of violence. Some IHEs have initiated coursework and conferences concerning violence in the schools. These projects are grant funded from federal and state programs.

Georgia

Entrance Requirements

The state requires IHEs to comprehensively assess the qualifications of candidates seeking admission. The criteria must include assessment of basic skills, faculty recommendations, biographical information, a 2.5 GPA on a 4.0 scale, and social and ethical background.

Requirements for Licensure—Regular

To be eligible for an initial Georgia teaching certificate, an individual must successfully complete an approved teacher education program and passing score on the Georgia Teacher Certification Test (TCT), a written exam to assess knowledge in specific subjects. In addition, all teacher education programs in Georgia require five quarter hours or three semester hours of coursework on the identification and education of exceptional children. After meeting these requirements, an individual is eligible for the Clear Renewable Certificate at a level corresponding with his/her degree and special field. The Clear Renewable Certificate is renewable every five years with 10 quarter hours, six semester hours, or 10 Georgia staff development units.

Instructors new to teaching in Georgia must take the Teacher Certification Test (TCT) before or during their first year of teaching.

Requirements for Licensure—Emergency or Shortage-Driven

Three types of emergency or shortage-driven credentials exist in Georgia. Individuals who have an out-of-state credential, graduated more than five years prior to a possible teaching assignment and have not taken any additional courses, or wish to switch fields must apply for one of these credentials. A Provisional Teaching Certificate is issued to an individual with a bachelor's degree, a major in the field to be taught, a 2.0 GPA, an employing school system's request, and passing score on the TCT. This individual must affiliate with an approved teacher education institution and complete all licensure requirements within three years.

Probationary credentials are issued to individuals who already hold a teaching credential but who are completing requirements to add a new field to their license. These individuals are employed in the field that is being added to their credential. Emergency Certificates may be issued to individuals who have completed a teacher preparation program but who either have not taken coursework or practiced recently.

Requirements for Licensure—Alternative Preparation

A policy that passed in 1993, allowing IHEs to develop competency-based programs for teacher preparation, encourages nontraditional programs targeted for diversity, induction of military personal, and bilingual individuals. Although the Professional Standards Commission (PSC) allows a wide range of flexibility in these programs, standards, and policy requirements are commensurate with standard routes to licensure.

Standards Boards

The charge to the Professional Standards Commission (PSC) is to create and implement standards and procedures for preparing and credentialing educational personnel and for revoking licenses. Its mandate includes, but is not limited to, overseeing alternative preparation for licensure and requirements for cooperating teachers. The commission has 18 members appointed by the governor. The breakdown of the membership is as follows: nine classroom teachers (including at least two representing teachers from grades K-5, two from grades 6-8, and two from grades 9-12); two school administrators; two faculty members from state or regionally approved SCDEs; two members from local boards of education; and three representatives of business or the private sector. Only one of the teachers may represent private schools. Members serve three-year terms.

Minority Teacher Recruitment

The SDE sponsors an annual minority recruitment workshop for public school personnel on how to recruit minority students into teaching. Five IHEs in the state share a grant from the Ford Foundation to identify and recruit minority high school students into teaching.

Teacher Education Review and Study

The Professional Standards Commission, Board of Regents, and IHEs adopted a plan to address teacher education reform. Efforts have included increased collaboration between IHEs and local districts, establishment of professional development schools, and changes in teacher education programs. Licensure and program approval are moving from prescriptive standards to performance standards. Currently, the PSC is in the process of upgrading criteria for selecting and training program approval reviewers towards uniform decision-making processes. The PSC is adapting national standards, reflecting the efforts of NCATE, INTASC, and the learned societies, to be applied to education units and preparation programs.

Professional Development

Georgia requires all individuals with professional certificates to participate in professional development activities for licensure renewal. Teachers can take coursework at the SCDE, participate in district inservices, or design independent study programs with their district-level supervisor.

Professional development is tied to annual evaluation of the educator. Upon evaluation, the teacher and administrator decide together on professional development goals that relate the teacher' strengths and weaknesses to the district's needs. Professional development is funded through state, district, and individual funds. The state legislature allocated $30 million for educator's professional development activities in FY '95. The SBE, PSC, and local school systems design the activities, and faculty from the districts, SCDE, and private practitioners provide the training. The Georgia professional development plan, "Professional Development Opportunities," was first initiated as policy in 1976 and is currently tied to the Georgia State Improvement Plan, an education reform plan separate from Goals 2000 initiatives.

Response to Violence

The SBE and legislature have established a joint study commission to examine ways of confronting violence in the schools. Funds were appropriated for purchasing equipment and establishing prevention programs. Districts conducted workshops for conflict resolution and purchased such equipment as metal detectors, walkie talkies, and classroom telephones.

Entrance Requirements

The state permits IHEs to set their own entrance and exit requirements.

Requirements for Licensure—Regular

With successful completion of a state-approved teacher education program and passing scores on the PRAXIS assessments, an individual is eligible for the Initial Basic Certificate (based upon an undergraduate program) or Initial Professional Certificate (based upon a graduate or advanced teacher education program). However, a teaching certificate is only issued upon employment with the SDE. Passing scores for the following PRAXIS assessments are required: PPST, PLT, and the subject or specialty-area assessments for the individual's teaching major.

After completion of two years of successful teaching, an individual qualifies for either the Basic or Professional Certificate which is valid for the period of employment and for five years after resignation or termination.

Requirements for Licensure—Emergency or Shortage-Driven

When no credentialed teachers are available for a position, Hawaii's single school system can hire individuals who hold a bachelor's degree under temporary teaching appointments. These appointments last only for one year and individuals earn no credit toward tenure.

The RISE Program (Respecialization In Special Education) is designed to alleviate state teacher shortages in special education. The program is available to licensed teachers who want to add a special education endorsement to their teaching credentials. Begun as a pilot project in 1990, RISE allows teachers to teach and earn tenure while completing work in special education. The program is administered by the SDE in consultation with IHEs.

Requirements for Licensure—Alternative Programs

Hawaii has designed three alternative teacher training programs to alleviate teacher shortages. RISE is a one-year, on-the-job program available to inservice, licensed teachers who wish to add a special education endorsement to their teaching credential. ABC-SE (Alternate Basic Certification in Special Education) is a program available to individuals with a bachelor's degree who are teaching special education under a temporary teaching appointment. After a two-year on-the-job training period, these teachers may qualify for the initial basic certificate with the submittal of passing PRAXIS scores.

The special math/science certification option is designed for graduates with liberal arts degrees in mathematics or science. Upon completion of the program and PRAXIS, these individuals may qualify for the Initial Basic Certificate. All programs are administered by the SDE in consultation with IHEs.

Standards Boards

The 11-member Teacher Standards Advisory Board (TSAB) was established in 1992 and is responsible for recommending policies and regulations governing the licensing of teachers to the SBE. Seven members are practicing classroom teachers; remaining members include principals from the elementary, middle/intermediate and secondary levels and one higher education official.

Minority Teacher Recruitment

Universities and the state are actively recruiting minorities (which in Hawaii include Hawaiians, Samoans, and Filipinos). This involves work with Future Teachers Clubs in high schools and counseling for minority students at the IHE. An affirmative action coordinator in the SDE assists foreign-trained teachers in meeting state requirements.

Teacher Education Review and Study

No state programs were reported in this area.

Professional Development

No state programs were reported in this area.

Response to Violence

The state superintendent has allocated resources for school districts identified with high levels of violence. Resources have been used for increased security and staff development.

Entrance Requirements

Idaho does not mandate SCDE entrance requirements. However, all IHEs require passing scores on the NTE, a GPA of 2.5, and successful completion of 30 credit hours of undergraduate study. Some IHEs also require passing both a math and a writing examination.

Requirements for Licensure—Regular

Idaho awards two teaching credentials, both valid for five years. The initial Standard Certificate requires an IHE recommendation, graduation from an approved teacher education program, and passing scores on the NTE exam (652 in communication skills, 646 in general knowledge, and 648 in professional knowledge). The Advanced Certificate holder must meet all of these requirements, plus a master's degree and three years of teaching. Each credential may be renewed with six semester hours of credit, three of which may be approved district inservice credit.

Requirements for Licensure—Emergency or Shortage-Driven

When a district cannot find a qualified, credentialed teacher for a position, it may ask the state to issue a Letter of Authorization to an individual with a bachelor's degree. If that individual already has started work in a teacher education program, the district can request a multi-year Letter of Authorization as long as the individual submits a plan to complete the program within three years. If those teaching under the Letter of Authorization have not begun courses in a teacher education program, they must complete nine semester hours of such courses to be eligible for the authorization for a second year.

Requirements for Licensure—Alternative Preparation

To participate in the Secondary Field-Centered Teacher Training Program (Alternate Route) an individual must hold a bachelor's degree with a 2.5 undergraduate GPA with a major in the endorsement area, and five years must have passed since the bachelor's degree was received. The individual must have an employment contract with a school district and meet the same standards as required for the Standard Secondary Certificate. In the first year of the program, the candidate must take nine semester hours of pedagogy and methods, pass the NTE tests regarding communication skills and general knowledge, and apply for a Teacher Trainee Certificate. A consortium consisting of a mentor teacher and one representative each from the school district, the SDE, and the participating IHE is formed for each candidate. The consortium guides individuals and determines what kind of courses they must take in the next summer. The mentor teacher works with the candidate the first year and possibly the second year. Prior to completing the second year of the internship, candidates must pass the NTE professional knowledge test, and complete any additional regional assessment to be eligible for the Standard Secondary Teaching Certificate.

The Consultant Specialist Certificate is available to those with a specialized background who have not had formal teacher training but are uniquely qualified in specific subject matter. These individuals may teach for only specified periods on a part-time basis.

Standards Boards

The Professional Standards Commission (PSC) advises the SBE on such matters related to teacher education and certification such as the revocation and reinstatement of teaching licenses and the administration of program approval. Appointed by the SBE, the 18-member group continues to examine teacher testing issues. It also must report to the SBE on critical teaching shortage areas.

Minority Teacher Recruitment

No state-sponsored programs were reported in this area.

Teacher Education Review and Study

During winter 1994, a working group composed of Professional Standards Commission members, IHE education and arts and sciences faculty, school trustees, and the state certification officer drafted a

set of beginning teacher competencies. A working draft of the competencies will undergo statewide review and discussions during the academic year 1994-95. IHEs are anticipating program approval and certification to coincide with the concept and process of performance and competencies.

Professional Development

See "Requirements for Licensure—Regular". No other state-sponsored programs were reported in this area.

Response to Violence

Idaho's 1993 Concealed Firearms and Other Deadly or Dangerous Weapons on School Grounds Bill makes it a misdemeanor to have concealed weapons on school grounds, provides guidelines for search and seizure activity, and clarifies expulsion action. The state is conducting workshops for districts and due process procedures defined by the law are being established.

Entrance Requirements

IHEs follow a set of written procedures for admitting students to teacher preparation programs. Candidates must be evaluated when they enter the IHE, when they enter the SCDE, when they enter the student teaching program, and before they are recommended for initial licensure. (Criteria at each point must be more rigorous than at the preceding one.)

Requirements for Licensure—Regular

To receive a teaching credential, students must simultaneously pass all four components of the basic skills test (reading, mathematics, grammar, and writing) administered through the Illinois Certification Testing System. All standard credentials (except for administrative credentials) are valid for four years and are renewed through annual registration with a regional superintendent.

Requirements for Licensure—Emergency or Shortage-Driven

Illinois issues a Substitute Certificate. An individual may apply for a Substitute Certificate through the regional superintendent. Those holding this credential may teach in place of a teacher under contract in any one school district only up to 90 days.

A Provisional Certificate is issued to individuals to teach in a position for which they hold a valid comparable certificate in another state. Academic and professional courses must be comparable with requirements for regular licensure.

Requirements for Licensure—Alternative Preparation

The Resident Teaching Certificate permits individuals who are enrolled in a teacher education program and have passed the Illinois Certification Testing System to serve a teaching residency under the supervision of a cooperating teacher. Under the Resident Teaching Certificate, individuals serve as salaried teachers and accumulate years toward retirement while the cooperating teacher continues to hold full responsibility for the classroom. With the successful completion of both the teacher education program and the teaching experience, individuals are eligible for regular licensure. Several groups of teachers have completed this program.

Teachers for Chicago is an alternative program begun in 1992-93. Through cooperative efforts of the Chicago Public Schools and nine Chicago area public colleges and universities, mentor teachers work with interns to provide coverage for classes. An intern participates in a summer program prior to entering the classroom and within the internship period two school years and three summers completes a master's degree.

Another alternative program, the Illinois Teachers Corps, was created by 1993 legislation. IHEs and LEAs are encouraged to develop cooperative, nontraditional teacher preparation programs for approval by the Teacher Certification Board.

Standards Boards

Appointed by the SBE, the 19-member State Teacher Certification Board (STCB) advises the SBE on standards and SCDE program approval. The members include 10 teachers, five IHE representatives, one regional superintendent of schools (representing one or more counties), and three public school administrators.

Members generally are nominated by their respective professional organizations. The STCB continues to discuss alternate routes including nontraditional programs for individuals seeking alternatives to formal coursework. In addition, the group is looking at policies for special education inclusion, minority teacher recruitment, and review of clinical standards guidelines.

Minority Teacher Recruitment

Legislation established a requirement that each district must have a plan to increase the number of minority teachers and staff members. The SBE and STCB require districts to recruit minority candidates. Each IHE is required to establish a written recruitment plan detailing efforts to attract students from diverse racial, cultural, and economic backgrounds to teacher education programs. The State Review Board reviews the plans and efforts to implement them.

The Golden Apple Scholarship Program, previously a Chicago-only program, now is open to the entire

state. This program, which encourages minority students to enter the teaching profession, is supported by the Illinois Board of Higher Education.

A scholarship is available for undergraduate minorities in teacher education and another scholarship is available to women and minorities entering graduate programs in educational administration.

The Minority Scholarship is open to African American, Hispanic, Native American, and Asian American students; 30 percent of the scholarships are earmarked for men. The scholarships pay an annual maximum of $5,000 for tuition, fees, room, and board. Scholarship recipients must agree to teach for at least two years at a public or private K-12 school in Illinois at which at least 60 percent of the enrolled students are minorities. If a scholarship recipient fails to fulfill his or her teaching obligation, the program provides for prorated repayment of scholarship assistance over a 10-year period, with interest.

The STCB reviews minority teacher recruitment and retention data on a yearly basis and makes recommendations to the SBE.

Teacher Education Review and Study

The SBE surveyed IHEs for information on efforts to restructure teacher education and examined ventures and initiatives that have affected teaching in the '80s. Recommendations for enhancing teacher education will be based on the study.

Professional Development

The Illinois Quality Schools Initiative: A Concept Paper was presented to the Illinois State Board of Education in January 1995. Recommendations for a comprehensive professional development plan linked to licensure renewal and aligned with the state's response to Goals 2000 are included in the concept paper. Currently, professional development can be required or recommended as a result of teacher assessments, but does not occur frequently.

Response to Violence

The Illinois SDE is a member of the Illinois Council for the Prevention of Violence Curriculum Task Force. The purpose of the task force is to address the prevention of violence; including family violence; sexual assault; gang; gun; and drug-related violence; and hate crimes. The task force reviewed curricula and compiled an annotated bibliography to be mailed to all Illinois public and private school principals and school district superintendents during fall 1995. Other activities of the committee include assisting in providing technical assistance and disseminating information concerning violence prevention. The SDE also cooperated with Illinois' first lady to develop and distribute a resource guide to teachers, personnel, parents, and community members, titled *Help Me Grow*. The resource guide includes background information about violence, listings of community-level support groups, and a comprehensive listing of statewide violence prevention programs and gang alternatives for parents and children.

Indiana

Entrance Requirements

To enter a teacher education program, individuals must have an overall minimum 2.5 GPA.

Requirements for Licensure—Regular

After completing an approved program and passing the required NTE core battery and specialty exams, applicants are eligible for a Standard License. The Indiana Professional Standards Board is reviewing cutoff scores for passing the NTE. (Current required scores are 653 on communication skills, 647 on general knowledge, and 646 on professional knowledge.) Subject exam scores vary. If an applicant has passed all but one of the qualifying tests, he or she may be eligible for Limited License (see below). The Standard License is valid for five years. To renew it, teachers must earn six hours of credit either in their subject area or in professional education courses.

Teachers in their first year of employment participate in the Beginning Teacher Internship Program. A teacher must successfully complete this internship within the first two years of employment to continue holding a regular teaching job in Indiana.

A Professional License, valid for 10 years, is an optional credential available to experienced teachers. To earn it, five years of teaching experience and an appropriate master's degree are required. The master's program must include study in the professional and specialty areas. After the first 10 years, the Professional License must be renewed every five years. Each renewal requires six semester hours of credit or 90 certification renewal units.

Requirements for Licensure—Emergency or Shortage-Driven

When an employing school district has verified an emergency need for teachers in specialty areas including math, science, or special education, the district may request that the Professional Standards (Board PSB) issue a Limited License. To be eligible for this credential, individuals must hold a bachelor's degree with a minimum of 15 semester hours in an appropriate subject. The credential can be renewed each year if the holder earns six semester hours toward regular licensure.

A Limited License also is provided on a one-year, nonrenewable basis to an individual who meets all requirements for the Standard License except that he/she failed one of the required tests. Within one year, the individual must pass the test and will, at that time, receive the Standard License.

Requirements for Licensure—Alternative Preparation

No state programs were reported in this area.

Standards Boards

Established July 1, 1992, the autonomous Indiana Professional Standards Board has responsibility for teacher licensure, license revocation, teacher testing, program approval, and state accreditation. The new board developed its mission statement and is exploring staff development with the idea of designing a comprehensive teacher support system from preservice to career closure. The board consists of nine teachers, three teacher educators, two building administrator, one local superintendent, one school board member, and the state superintendent of public instruction. All members except the state superintendent are appointed by the governor.

Minority Teacher Recruitment

In 1988, the Indiana General Assembly in cooperation with the SDE initiated a scholarship program to recruit African American and Hispanic teachers. To address critical shortages in special education, the General Assembly subsequently amended the minority recruitment program to include special education and occupational and physical therapy. The programs provides a maximum annual scholarship of $1,000. If applicants are minority students and demonstrate financial need, he/she may be eligible to receive up to $4,000 annually. The scholar agrees to pursue a program leading to an Indiana teacher license, to complete the program within six years from the time the first scholarship is received, and to teach on a full-time basis in an accredited Indiana elementary or secondary school.

Another program initiated at the same time is Project SET. This is a program designed to encour-

age secondary and postsecondary students to enter the teaching profession. Scholarships, pre-vocational information and experience in classrooms, and personal skill assessment are activities in this program.

Teacher Education Review and Study

Between the PSB and the governor's office, several aspects of teacher education and education reform have been studied. The PSB initiated a study in which two pilot groups examined specific licensing standards. Another study examined institutional assessments, teacher candidate assessment, and school assessment. The governor appointed a group to study professional development standards and to make recommendations to the legislature.

In a study commissioned by the State Superintendent of Public Instruction, the Education Policy Center of Indiana University-Bloomington identified immediate and long-term benefits of programmatic, research-based, and collaborative approaches to professional development that drew upon resources of IHEs, the SDE, LEAs, and experienced teachers. In addition, the PSB received an endowment grant to study aspects of professional development. Other initiatives under consideration are plans to increase collaboration between IHEs and the public schools in school restructuring, to include arts and sciences faculty, improve pedagogical coursework, and plans to provide funding to support components of a comprehensive teacher education and school renewal program.

Professional Development

Indiana's professional development is linked to licensure renewal requirements for the Standard License. Individuals pay for coursework at SCDEs or can attend district-funded inservices. Coursework is not determined by teacher assessment and Indiana does not link the professional development to Goals 2000 initiatives.

Response to Violence

The SDE initiated a series of activities since appointing a committee to examine school violence in 1989. The School Violence Prevention Committee was composed of school personnel, law enforcement personnel, and citizens. Members developed a video project and brochure related to gangs and their operations. Further activities initiated by the SDE include recommendations to the legislature for measures to counsel gang members, efforts to provide technical assistance, training and staff development, and workshops on conflict mediation for local districts. Currently, priority is placed on a program, Turn Off the Violence, which involves early intervention through teaching methods of conflict management and mediation.

Entrance Requirements

Iowa allows IHEs to set entrance and exit requirements.

Requirements for Licensure—Regular

Iowa offers three teacher licenses. Candidates who have completed an approved program and a bachelor's degree from a regionally accredited IHE are eligible for the Provisional License. This license is valid for two years. After completing two years of successful teaching, an individual is eligible for the Educational License. This license is valid for five years and is renewable with eight renewal units comprised of teaching experience, work toward new endorsements, planned graduate work, and approved staff development. A person holding the Educational License who has five years of teaching experience and a master's degree in a subject or teaching area or curriculum is eligible for the Professional Teacher's License. This credential may be renewed with six renewal units every five years.

Iowa is a participant in the MINKS Agreement (Missouri, Iowa, Nebraska, Kansas, and South Dakota) which allows the issuance of a two-year, regional exchange license for classroom teachers. To receive this license, applicants must complete a state-approved teacher education program and must hold a valid, regular license in the state in which they completed a teacher education program. This nonrenewable license is limited to the areas and levels for which it was earned. In Iowa, this MINKS agreement applies to the Provisional, Educational, and Professional Teaching Licenses.

Graduates from other states may have deficiencies to remediate before they may receive the next level of credential (i.e., the Educational or Professional Teaching License in Iowa). The MINKS agreement is not a reciprocity agreement, nor does it establish a permanent, reciprocal license.

Broadening the MINKS concept, Iowa has implemented steps to permit out-of-state individuals to be issued an exchange license. The applicant must complete a state-approved preparation program and hold a valid license in the teacher's home state. The Board of Educational Examiners (BOEE) has adopted a rule amendment allowing favorable-person status to individuals graduating from NCATE-accredited IHEs.

Iowa Code 272.20 permits the BOEE "to deem national board [National Board for Professional Teaching Standards] certificate holders as meeting the requirements for Iowa teachers' licenses or endorsement." When the BOEE finds that these national standards meet or exceed Iowa requirements, those holding national certification can gain the appropriate endorsement.

Requirements for Licensure—Emergency or Shortage-Driven

Iowa does not offer emergency licenses. A two-year Conditional License may be requested by a district if licensed teachers are needed to teach in fields in which they are not endorsed. With this license, individuals may teach out-of-field while completing course requirements for the endorsement.

Requirements for Licensure—Alternative Preparation

The BOEE has proposed an alternative program to be administered jointly by participating IHEs and districts. This proposal, now in revision, will be circulated among interested parties before a formal proposal is filed.

Standards Boards

The autonomous BOEE, created in 1989, handles matters of licensure and professional practice although it does not have program approval authority. The board consists of 11 members, including five teachers, four administrators, and two public members. One of the public members is the SDE director (or that person's designee) and chairs the group when the director serves on the board. Absent the director, the board selects the chair. The group is appointed by the governor and confirmed by the state senate. In addition to considering professional practice cases, the board has developed proposals for alternative preparation for licensure and a support system for beginning teachers. Recently, the board requested proposals for alterations to the licensure system. Regional licensure forums were held for public views on desired changes in teacher education and licensure.

Minority Teacher Recruitment

No state programs were reported in this area.

Teacher Education Review and Study

The SDE, higher education institutions, and the BOEE are now determining the proficiencies which prospective teachers need to know and demonstrate when completing an approved Iowa teacher education program. The study committee of this two-year project is continuing its work.

Professional Development

See "Requirements for Licensure—Regular." No other state programs were reported.

Response to Violence

As a response to current trends towards violent behavior, several changes in juvenile justice language were considered for initiatives in the state legislature. One recommendation is to place youths who display such behavior in residential facilities with programs similar to boot camps.

Kansas

Entrance Requirements

Kansas is considering a total reform package that includes changing to an outcomes-based teacher education program. Currently, the state does not stipulate entrance or exit requirements for teacher education programs. However, all Regents institutions require a minimum 2.75 GPA on a designated 35 semester hour General Education block for candidates for junior-year admission to a teacher education program. Some Regents institutions have also imposed caps on all or some teacher education programs. Passing P-PST scores also are required (see below).

Requirements for Licensure—Regular

To receive the Kansas Initial License, a candidate must:

- have a 2.5 overall GPA on undergraduate work;
- complete a state-approved program in the subject or field of endorsement;
- attain a score of 642 on the NTE professional knowledge test; and
- after July 1, 1995, earn the following scores on the P-PST: 173 for reading, 174 for mathematics, and 172 for writing.

The initial license is valid for three years and can be renewed for either a three-year or five-year credential. Teachers must teach for two years to be eligible for the five-year license.

Requirements for renewal of the Five-Year License depend upon the degree held by the candidate. Individuals with a bachelor's degree can renew with eight upper-division semester credits. Individuals with a master's degree may renew the five-year credential with 120 inservice points, six upper-division semester credits, or any equivalent combination of the two. Individuals with a master's degree are eligible to renew the Five-Year License twice on the basis of their teaching experience provided they have taught three years under their most recent certificate.

Kansas is a member of the MINKS agreement (Missouri, Iowa, Nebraska, Kansas, Oklahoma, and South Dakota) which allows the issuance of a two-year exchange credential for classroom teachers. Applicants must complete a state-approved teacher education program and must hold a valid regular credential in the state in which they completed a teacher education program. This credential is renewable only if the teacher meets requirements for the Standard Kansas Certificate.

Requirements for Licensure—Emergency or Shortage Driven

Kansas does not offer an emergency or shortage-driven license. Districts can provide emergency substitute status to individuals with 60 semester hours of college credit for no longer than 30 days out of each semester.

Requirements for Licensure—Alternative Programs

No state programs were reported in this area.

Standards Boards

The TSAPSAB has 21 members who advise the SBE. These members must include the following: 10 teachers (including one each from vocational education, special education, and a nonpublic school); three principals (one each from elementary, middle, and secondary school); four administrators (one superintendent and one administrator from vocational education, special education, and a nonpublic school); one public IHE representative; one private IHE representative; one PTA member; and one local school board member.

Public and private IHE representatives have voting rights on the TSAPSAB, but the PTA member and the local school board representative do not. The board is now considering the development of a teacher education reform package to correspond with the performance-based education within the school system.

Minority Teacher Recruitment

The SDE assists LEAs in establishing chapters of the Future Educators of America club. Some of these chapters will focus on recruiting minority students into the profession. Legislation to amend the Kansas Teacher Scholarship Program, which offers $5,000 per year to teacher candidates in Regents IHEs, passed in 1991. This proposal requires that minority teacher candidates receive "all due consideration" when they apply for scholarships. However, this legislation does not set aside any amount or percentage of the scholarship monies for minority teacher candidates, nor does it require that such candidates receive any special consideration. Such scholarships are distributed on the basis of ACT scores, high school GPA, and class rank to individuals who will teach in disciplines determined by the SBE as "hard-to-fill." Individuals receiving such awards must teach in Kansas schools one year for each year of award they receive.

Teacher Education Review and Study

The Regulations Committee, a standing committee of the Teaching and School Administration Professional Standards Advisory Board, is charged by the Kansas SBE with the task of redesigning K-12 education and teacher preparation programs. The committee membership includes a district school administrator, a building level administrator, a special education administrator, a secondary teacher, an elementary teacher, a special education teacher, and three representatives from IHEs. Current practice is for the IHE representatives to include two Board of Regents deans and one independent college teacher.

Professional Development

Kansas mandates that a professional development program be available to all certified staff; however, they are not required to participate unless individuals are seeking licensure renewal. The mandate was initiated in 1983 as a part of the Kansas Inservice Education Plan and is funded in FY '95 at the amount of $100,000. School districts, the Kansas SBE, SCDEs, and consultants conduct workshops. The Kansas Staff Development Council of the SDE participates. The Kansas professional development plan is not formally linked to assessments of teacher performance. The SBE is considering steps to replace or use national board certification for state-offered licensure.

Response to Violence

The Kansas SDE requires districts to report violent acts against students and teachers on an annual survey. Violence is defined as a malicious act against students or school employees which requires attention by a physician or nurse, or an act which results in the student receiving suspension or expulsion. The districts report the total number of students, each student's gender, nationality, eligibility status for free or reduced lunch programs, and status as regular or special education student.

Kentucky

Entrance Requirements

Kentucky specifies both entrance and exit requirements for teacher candidates. To enter a teacher education program, candidates must:

- score at least 19 on the ACT, 21 on the enhanced ACT, or an equivalent of 12.5 on each of the subtests of the Comprehensive Test of Basic Skills (the state does not accept SAT scores);
- have a 2.5 GPA on undergraduate work; and
- be interviewed.

An admissions committee at each SCDE judges candidates on the following criteria:

- skills in written and oral communication, reading, writing, and math computation;
- record in preprofessional courses;
- commitment to profession;
- human relations skills;
- letters of recommendation;
- ability to work with children of diverse backgrounds and abilities; and
- other criteria indicating potential for becoming successful professional educators.

To exit a program, candidates must attain the following minimum scores on the core battery of the NTE/Praxis I: communication skills, 646; general knowledge; 643, professional knowledge; 644. They also must take an exam in their specialty area.

Requirements for Licensure—Regular

After applicants complete an approved program and meet the above requirements, they receive a statement of eligibility that is valid for four years. On confirmation of employment, they receive a one-year Provisional Certificate. During their first year of teaching, they enroll in a one-year Kentucky Teacher Internship Program. If they successfully complete their internship, the Provisional Certificate is extended for four years. After that, the credential may be renewed every five years. For the first five-year renewal, individuals must complete 15 semester hours of graduate credit.

For the second five-year renewal, they must complete a master's degree or a nondegree, planned fifth-year program. Each subsequent five-year renewal requires three years of teaching or six additional semester hours of graduate credit.

Requirements for Licensure—Emergency or Shortage-Driven

When no licensed teacher is available, a district may request that an Emergency Certificate be issued to an individual with a bachelor's degree and a minimum GPA of 2.5. To teach under this credential for a second year, individuals must complete six credit hours toward a credential (or more if they are working in special education).

Requirements for Licensure—Alternative Preparation

One or more districts and an IHE may offer an alternative program. (When a district wishes to establish a program, it must contact an IHE; however, if the IHE does not participate, the district can implement the program alone.) After the proposal is approved by the Educational Professional Standards Board (EPSB), the district must appoint a four-member professional support team chaired by the school principal. The team includes an experienced teacher, an IHE faculty member, and an instructional supervisor. Each team member must complete training prescribed by the EPSB and pass a final examination. To enter the program, teacher candidates must pass a district screening process. They also must hold a bachelor's degree with a 2.5 overall GPA and either a 30-hour major in, or five years' experience related to, the subject they will teach to enter the program. These individuals hold a one-year Provisional Certificate.

All alternative programs must have three phases:

- Candidates must first complete a full-time seminar and practicum of approximately eight weeks before they may teach. The seminar and practicum must include but are not limited to an introduction to basic teaching skills through a supervised teaching experience and an orientation to the policies, organization, and curriculum of the district.

- In the second phase, candidates spend one-half of their time teaching under supervision. They are visited and critiqued by the professional support team at the end of the fifth, 10th, and 18th weeks. Candidates spend the other half of their time during this phase receiving formal instruction.

In the third and final phase, a candidate must spend 18 weeks in full-time, supervised teaching. Instruction continues during this time, and the candidate is critiqued at least one each month. Individuals in the alternative programs must pass the required NTE exams to renew the Provisional Certificate. They then enter the Kentucky Teacher Internship Program and complete the induction year.

Standards Boards

The Kentucky Education Professional Standards Board (KEPSB) sets requirements for teacher certification/licensure and for the evaluation of teacher education programs. The KEPSB maintains data on employment trends and submits reports on these to the governor and the Legislative Research Commission. Thirteen of the 15 members are appointed by the governor: eight teachers (representing elementary, junior high, senior high, special education, and secondary vocational classrooms); two school administrators (one of whom must be a principal); one representative of a local board of education; tv deans of SCDEs; the chief state school officer (ex officio); and the executive director of the Council on Higher Education (ex officio).

Three recent decisions of the KEPSB approved 1) new Experienced Teacher and Standards and Administrator Standards for preparation and certification, 2) regulations to streamline approved certificates, and 3) reports on newly-developed assessment tasks designed to measure teacher candidates during student-teaching.

The KEPSB is drafting regulations that will affect the following areas: admission requirements, professional components, content proficiency, clinical components, exit requirements, program accountability, and program accreditation.

Minority Teacher Recruitment

HB 940 states that; "The [KEPSB] board shall study the problem of the declining pool of minority teachers in the Commonwealth and submit recommendations for increasing the number of minority teachers to the 1992 regular session of the General Assembly." To this end, in 1994, the legislature appropriated $400,000 to assist in minority recruitment procedures. Activities include:

- Establishing a division in the DPE for minority teacher recruitment

- providing a minority scholarship program

- establishing an alternative route to certification

- establishing a high school academic program that recruits underachieving minority and economically disadvantaged students into a college-bound curriculum qualifying them for teacher education.

- encouraging community college students to enroll at universities in the "Teacher Bridge" program.

Teacher Education Review and Study

The governor's office formed a task force to examine education restructuring. Representatives of the SDE, KEPSB, IHEs, and local districts collaborated on the task force and made the recommendations that legislation:

- establish clinical training sites with IHE and local district collaboration;

- enable KEPSB to establish assessment centers for teacher evaluation;

- focus on performance-based standards for program approval;

- change assessment procedures to include portfolio assessment;

- mandate that mandate that IHE faculty collaborate with local school systems; and

- align content of teacher education programs with K-12 curriculum used in local districts.

The SBE considers that the Kentucky Internship (TIP) and all program standards remain a priority, but will be revised to meet the knowledge and performance standards to be adopted by the KEPSB. The first set of expected outcomes/standards, "New Standards for Kentucky Teachers," are general and must be a part of all teachers' knowledge and performance. The board's four other committees are working on specific standards for other committees for math, social studies, science, and special education. The KEPSB also is considering new performance knowledge standards for principal, supervisor, superintendent licensure, assessment, and internships. A final recommendation under consideration is to base salary advancement schedules on assessment of performance.

Professional Development

The 1990 Kentucky Education Reform Act included a professional development plan. Individuals holding provisional, emergency, and alternative licenses are required to participate in professional development for licensure renewal. The SDE, local districts, service agencies, professional organizations, and IHEs offer activities which include workshops, coursework, and short courses. The individual funs his/her coursework at IHEs and the state and local district share funding for the other activities.

Up to five days per year are available for professional development within local schools, and funds are provided for teachers/staff development through local systems, consorita of schools, or regional service centers. These professional development activities often are delivered by teacher education faculty.

Response to Violence

The 1994 legislature adopted three pieces of legislation establishing that:

- Schools must post a prominent notice stating that no weapons are allowed on school premises.

- If a student over 14 years of age is found carrying weapons on school premises, the first incident is considered a misdemeanor and repeated incidents are considered felony offenses.

- Parents of children who carry weapons will be held liable for allowing the child to have possession of the weapon.

In other legislation, reporting procedures are established for schools to record incidents regarding weapons and/or substance abuse.

Entrance Requirements

State requirements for entrance into teacher education programs include scores on the NTE of at least 644 on general knowledge and 645 on communication skills and a 2.2 undergraduate GPA. Each year, 10 percent of teacher education students entering a SCDE may be admitted without meeting the testing requirements; however, they will need to meet these requirements for licensure.

Requirements for Licensure—Regular

In 1994, the Louisiana SDE mandated a beginning state teacher assessment program. For teachers beginning employment in Louisiana public schools on and after August 1, 1994, successful completion of the assessment is required for permanent licensure. The additional requirements for the Type C, B, and A licensure include successfully completing a teacher education program, earning a score of at least 645 on the professional knowledge component of the NTE, and earning passing scores on the area of specialty. A Type C Certificate, valid for three years, can be upgraded to a Type B Certificate by teaching three years in the area endorsement. This certificate is valid for life if an individual teaches at least one semester every five years or takes six semester hours of college credit. A Type C Certificate can be renewed at the request of the school system or with six semester hours of college credit.

Type B Certificates can be upgraded to Type A certificates after teaching in the area of certification for five years and earning a master's degree.

Requirements for Licensure—Emergency or Shortage-Driven

An individual holding a bachelor's degree with an overall GPA of 2.5 may be admitted to the Postbaccalaureate Alternative Certification Program, an alternative program for licensure in K-12 and special education. All IHEs are required to offer the program in some form. The individual's transcript is evaluated by the participating IHE, and the IHE prescribes courses to remediate the person's educational deficiencies. Districts may employ these individuals only if there is no licensed teacher available. Once they have completed the program and passed the required NTE examinations, they are eligible for licensure. Postbaccalaureate scholarships of up to $4,000 over a two-year period for individuals in this alternate route are available from the state. These scholarships may be repaid through teaching.

When licensed teachers are not available, a Temporary Certificate may be issued at the request of a nonpublic school for individuals who are not licensed to teach in an area. This includes licensed individuals teaching out of their field as well as individuals participating in the Postbaccalaureate Alternative Certification Program. The credential is issued on an annual basis and may be renewed with six semester hours of college credit toward licensure. Public school systems may make temporary teaching assignments on a yearly basis rather than ask the SDE to issue Temporary Certificates. Local systems must adhere to the same regulations and criteria used by the SDE in issuing such credentials, with the following exception: People hired to teach who do not hold a regular Louisiana teaching credential must attain the appropriate scores on the NTE and be eligible for admission to an approved Louisiana teacher education program.

Requirements for Licensure—Alternative Preparation

No state programs were reported in this area.

Standards Boards

The Advisory Commission on Teacher Education and Certification advises the Board of Elementary and Secondary Education on teacher education and credentialing. The members include representatives from teacher groups, universities, and school districts; and the director of the Louisiana Certification Bureau (an ex officio member).

Minority Teacher Recruitment

A commission was formed in 1990 to study all aspects of teacher shortages, particularly shortages among minorities. Findings and recommendations were submitted but no formal action was taken because of financial limitations.

The state-funded Education Majors Scholarship Program continues to provide $1,000 per semester for up to eight semesters for individuals in teacher education programs. Recipients must pay back the scholarship by teaching in Louisiana for four years.

Teacher Education Review and Study

No state programs were reported in this area.

Professional Development

The Louisiana SDE mandates that local districts provide professional development activities for employed teachers. Workshops and inservice programs are designed and funded by LEAs and are planned in conjunction with the State Teacher Assessment Program. State standards for teacher performance are used as a base line when local administrators evaluate teachers, teacher needs, and district needs for the design and content of professional development workshops and inservice programs. Professional development activities are funded by LEAs.

Response to Violence

No state programs were reported in this area.

Entrance Requirements

Standards for entrance into teacher education programs are established by the IHEs.

Requirements for Licensure—Regular

Candidates for a teaching credential must:

- achieve passing scores on the NTE Core Battery;
- complete an approved program or submit their transcript to the licensing office for transcript analysis; and
- complete at least one supplemental course on mainstreaming exceptional children.

Upon meeting these requirements, individuals become holders of the Provisional Certificate and enter a two-year induction system. Currently, the PPST or PRAXIS I is required for individuals with vocational education certificates.

The state induction system is implemented at the local school district level. Participants develop an action plan and work towards improving skills with a team of three colleagues. The team can include teachers, administrators, or faculty from IHEs, but cannot include individuals assigned to supervise the teacher. At the end of two years and upon successful completion of goals in the action plan, the individual is eligible for a Professional Certificate. This certificate is renewable every five years, on the condition that six credit hours of locally approved credit is earned annually.

The state awards Master Teacher Certificates to Professional Certificate holders who have at least two years of classroom experience and demonstrate involvement in curricular and professional development activities. Teachers seeking the Master Teacher credential have a support team that assists in the development and completion of an action plan. The renewal process for Master Teacher Certification is the same as that for the initial Master Teacher Certificate.

Requirements for Licensure—Emergency or Shortage-Driven

When no licensed teacher is available, LEAs ask the state to issue a Conditional Certificate. Candidates must hold a bachelor's degree in one of the liberal arts and sciences from an accredited IHE and must have completed a major or 36 hours in their teaching field and an additional 24 hours in liberal arts to be issued the credential. For K-8 licensure, candidates are required to complete 60 hours of study in liberal arts, including math, science, English, and social studies. Once the teacher enters the classroom, the district is required to provide a support team.

Before this credential can be reissued for one year, applicants must:

- take at least six hours of relevant coursework;
- receive a recommendation from the district; and
- score a minimum of 656 on communication skills and 649 on general knowledge subtests of the NTE.

Throughout the teacher's second year of teaching, a support team observes and assists the teacher. The candidate's transcript is reviewed for the necessary professional education courses and the professional knowledge subtest of the NTE. Individuals who have taught for one year with the Conditional Certificate need not meet the student teaching requirement. The district support system recommends to the SDE whether the candidate should receive a Professional Certificate.

Requirements for Licensure—Alternative Preparation

The SBE is considering establishing an alternative route to certification. Based on performance outcomes, the certificate is being piloted through three universities.

Standards Boards

No standards board exists in this state.

Minority Teacher Recruitment

No state programs were reported in this area.

Teacher Education Review and Study

The SBE awarded three grants to study results-based education programs aimed at preparing individuals for initial certification. As part of an educational reform movement begun by the SBE in 1984, the studies examined a number of aspects of the teacher mentoring program in local school districts. Among observed benefits are the following: District involvement in professional development activities resulted in more projects to restructure schools; teachers have greater involvement in changes for local schools; local management of professional development activities resulted in decreased expenditures by the district for renewal credits. IHEs increased collaborative projects with local districts.

The SBE currently is considering legislation to require extensive criminal checks on candidates for licensure.

Professional Development

State requirements for professional development are linked to licensure renewal requirements in Maine. Teachers and administrators collaboratively plan district-level professional development activities which include workshops and seminars. Teachers can also enroll in SCDEs for coursework, or participate in workshops conducted by professional organizations and corporations. District-level professional development activities are tied to K-12 education reform activities and are supported, in part, by Goals 2000 plans for Maine.

Response to Violence

Local districts have established regulations and procedures regarding carrying arms onto school property.

Entrance Requirements

The state has no requirements for entrance into regular teacher education programs; these are determined by the institutions.

Requirements for Licensure—Regular

New requirements for licensure, effective January 1, 1995, established five types of certification.

- The Professional Eligibility Certificate, valid for five years, is granted to candidates who have completed an approved program; have met reciprocity requirements, or have established content mastery and attained passing scores on testing requirements but is not employed. Individuals holding this certificate can either renew it after completing six semester hours of study in coursework approved by the state superintendent of schools or enter the professional certificate sequence upon being hired.

- The Standard Professional I certificate is valid for three years and is based on the same requirements as the Professional Eligibility Certificate in addition to requiring that the individual be employed in a Maryland school. This certificate is renewable only one time, upon the request of the local superintendent of schools, if the applicant completes six semester hours of acceptable credits but is unable to meet the teaching experience requirements for the Standard Professional II Certificate.

- The Standard Professional II Certificate is valid for seven years, and requires a completed Standard Professional I certificate, three years of satisfactory professional school-related experiences, of which two years are consecutive six semester hours of acceptable credit, and participation in a Professional Development Plan for the Advanced Professional Certificate.

- An Extended Standard Professional II is valid for three years and granted for those individuals with a Standard Professional II Certificate who complete six semester hours of acceptable credit but whose service on the SPEC II was interrupted during the validity period. The ESPC II may not be renewed.

- The Advanced Professional Certificate, valid for five years, is granted to individuals eligible for the Standard Professional Certificate, if they have a master's degree or 36 semester hours of post BA-approved coursework (must include at least 21 semester hours of graduate credit) and verification of four years of satisfactory school-related experience, two years consecutive, within seven years preceding the date of the Advanced Professional Certificate issuance. Renewal requirements include satisfactory achievement in a professional development plan, six semester hours of acceptable credit, and verification of satisfactory school-related experience completed during the validity period of the certificate if continuously employed in a Maryland school. If not so employed, six hours of acceptable credit are required.

Requirements for Licensure—Emergency or Shortage-Driven

If a district cannot find a qualified, credentialed individual for a position, the district may request the issuance of a Provisional Certificate to hire an individual for the position. As long as the individual completes six credit hours toward a regular credential each year, the credential may be renewed until the individual meets requirements for the Standard Professional Certification. In addition, the Maryland state superintendent has the ability to waive any requirements for licensure for a teacher candidate.

Requirements for Licensure—Alternative Preparation

The Resident Teacher Certificate Program is open to an individual with a bachelor's degree in a field taught on the K-12 level, a B average in the major, passing scores on the NTE general knowledge, communications skills, and specialty area subject examinations, and a contract with an employing district for a K-12 teaching position. Candidates must take 90 clock hours of designated professional education. After completing these 90 hours, the

candidates teach under a one-year Resident Teacher Certificate. (This credential may be renewed for an additional year.) Candidates are to teach with support from a supervising teacher/mentor. They may take additional coursework if required by the local superintendent of schools, but these courses are not state-mandated. By the end of the program, the candidate must pass the professional knowledge examination of the NTE to become eligible for the Maryland Standard Professional Certificate. During 1994-95, approximately 46 individuals completed this preparation through Baltimore City, Frederick County, and Eastern Shore Consortium programs.

The state allows SCDEs to propose alternative teacher preparation programs. Individuals enrolled in such a program must complete them before becoming certified.

Standards Boards

The governor appoints members of the Professional Standards and Teacher Education Board (PSTEB). The board has the authority to enact requirements regarding teacher licensure, but the SBE has 60 days to override decisions made by the PSTEB (Seventy-five percent of the SBE members must vote for the override.) The board has 25 members: the state superintendent of schools, eight public school teachers, one nonpublic school teacher, six teacher educators, four public school administrators or supervisory staff members, two nonpublic administrators or supervisory staff members, and three lay members (one from a local board of education). The governor appoints members from lists provided by professional groups.

Minority Teacher Recruitment

A Maryland SDE task force completed a survey on the supply and demand for teachers and published results in August 1993. A number of recommendations were made by the task force and a previously-hired minority teacher recruitment specialist. The SDE is considering ways to implement the recommendations, including strategies for strengthening Future Teachers of America clubs and encouraging community colleges, schools, districts, and IHEs to collaborate in helping minority students at community colleges to pursue careers in teaching.

Three programs under Project P.R.I.M.E. have direct impact at Morgan State University on student entrance into teaching careers. The Pro-Team Classes is a formal course to be offered to 30 Baltimore City public middle school eighth graders, exposing them to professional careers emphasizing teaching. The Teacher Prep Program consists of an elective 12th-grade course and academic enrichment program for up to 20 Baltimore City public high schools. Third is the establishment of a Magnet School for Teaching in the Baltimore City Public Schools. This consists of a curriculum and special coursework that introduces students to teacher education and "hands-on" experiences.

Teacher Education Review and Study

The Maryland Higher Education Commission appointed a task force to review teacher education. The commission's recommendations were issued in fall 1992. The task force presented a suggested model for preparation of all teachers which requires that candidates hold a bachelor's degree in a single content area; academic, interdisciplinary or multidisciplinary area, or a performance-based rigorous academic program; participate in a one-year professional development/clinical experience; and plan for continuing professional development.

In June 1994, the report *Redesign of Teacher Education in Maryland, Report of the Teacher Education Task Force* was presented to the Maryland Higher Education Commission and the SBE, followed by public hearings. The commission received and adopted staff recommendations in late spring 1995.

Professional Development

Since January 1, 1995, new guidelines mandate that every certificated educator have a written professional development plan agreed upon between the employing district and the individual. The plans may be linked with teacher classroom performance; however, this is optional. Professional development is required for licensure renewal for all certificated employees. The new guidelines redefine professional development to include a broad range of activities. Teachers can be mentors to newer teachers, supervise action research, participate in local school system projects, peer coach new or experienced teachers, attend professional conferences, and participate in educational travel. Professional development may also

include writing articles for publication; developing curriculum; and participating in in-state educational reform initiatives, research on the Maryland School Performance Assessment Program (MSPAP), or research at the Maryland Assessment Center Program for Principals. Individuals are required to write a proposal indicating how the professional development activity will match his/her career objectives and to submit the proposal for approval. The SDE links professional development with performance outcomes. The program is funded by the individual and/or the school district.

Response to Violence

A SDE Safe Schools Work group has been formed to survey safe schools initiatives from the state perspective and at the local level; to inventory resources (personnel, monetary, etc.) allocated for these initiated; and to provide comprehensive, efficient, and effective guidelines for incorporating safe schools initiatives into ongoing school improvement plans.

Massachusetts

Entrance Requirements

Entrance requirements for teacher education are set by individual IHEs. In October 1994, new SBE regulations will require candidates to have an undergraduate major in an academic discipline or an interdisciplinary major as established by the department(s) of the academic discipline.

Requirements for Licensure—Regular

In October 1994, three teaching credentials, a Provisional, a Provisional with Advanced Standing, and a renewable Standard, were established. After completing an approved teacher education program, individuals are eligible for a Provisional Certificate with advanced standing. Teachers are required to earn a Standard Certificate within a specified period of time after obtaining the Provisional Certificate. Citizenship is no longer a prerequisite for certification; however, the individual must document legal authorization to be employed in the United States.

Requirements for Licensure—Emergency or Shortage Driven

When a district cannot find a licensed teacher for a position, it may apply for a waiver. This waiver permits the district to hire an individual with a bachelor's degree for one year. The waiver may be renewed as long as the individual shows substantial progress toward completing the courses required for licensure. This waiver typically is used in cases of special need or to obtain bilingual teachers.

Requirements for Licensure—Alternative Preparation

A candidate may attain a teaching license by receiving an approval certificate or appearing before a Certification Review Panel. Bachelor's degree holders may obtain a Provisional Certificate and enter a district-based preparation program. Districts must submit a plan to the SDE for approval before implementing the program.

An applicant for alternative licensure with at least five years of professional experience may submit a portfolio for review by the 12-member Certification Review Panel. If the portfolio is approved, the panel establishes a program plan for the individual's coursework. Neither of these programs is used extensively.

Standards Boards

There is no standards board in Massachusetts.

Minority Teacher Recruitment

The SDE hosts conferences aimed at encouraging high school students, particularly minorities, to consider education careers.

Teacher Education Review and Study

The SDE initiated a number of recommendations that involve teacher education practices and licensure requirements. The SDE focus is an outcomes-based educational system to establish increased collaboration between the SBE, IHEs, and local agencies as a priority. Recommendations include giving school principals, rather than superintendents, the responsibility to employ teachers. Another change involves rescinding lifetime credentials and creating a two or three-stage credentialing procedure which requires teachers to continue professional development activities throughout their career.

Professional Development

Massachusetts mandates professional development for advancement from one licensure level to the next. Teachers holding Provisional, Provisional with Advanced Standing, and Standard certificates are required to participate in fieldwork activities, complete coursework, and demonstrate skills in competencies identified by the SDE. The professional development activities can be funded by the individual or the district and can include participation in programs conducted by such agencies as museums, public schools, private schools, SCDEs, cultural agencies, private businesses, or by self-directed activities in individual or group study.

Response to Violence

Recent legislation gave more authority to local administrators to keep students with records of weapons/violence out of school. In addition, the SBE adopted recommendations for schools regarding prevention of harassment and violence including social and sexual harassment that might lead to violence.

Michigan

Entrance Requirements

Michigan does not mandate entrance requirements for teacher education programs. IHEs establish standards based on academic achievement and successful group work with children.

Requirements for Licensure—Regular

To earn Michigan's initial teaching credential, the Provisional Certificate, which is valid for six years, individuals are required to complete an approved teacher education program, earn a bachelor's degree with an academic major and minor, pass the required Michigan Test for Teacher Certification (MTTC), and, for elementary and secondary certificates, complete six and three credit hours of reading, respectively, before student teaching. Michigan requires fingerprinting prior to employment.

Michigan offers two types of licenses, the Provisional and the Professional. All candidates are required to pass the basic skills portion of the MTTC prior to student teaching. Candidates for a provisional elementary credential also are required to pass the elementary education test prior to licensure. Candidates have the option of also taking the subject-area tests in their academic major(s) or minor(s) which, if passed, will result in subject-area endorsements on their elementary credentials. An elementary certificate without endorsements qualifies the holder to teach in grades K-5 in a self-contained classroom only. An elementary certificate with endorsement qualifies the holder to also teach grades 6, 7, and 8 in the areas of endorsement. In addition to the basic skills test, candidates for a secondary Provisional Certificate are required to pass subject-area tests in their academic major(s) and minor(s). A secondary certificate qualifies the holder to teach grades 7-12 in their areas of endorsement. Candidates for the Professional Certificate are required to have 3 years of successful teaching experience and complete an 18 semester hour planned program.

Requirements for Licensure—Emergency or Shortage-Driven

A district can hire unlicensed individuals with no background in education on an annual basis to teach certain subjects if the district can show that no licensed teachers are available. Typically, such subjects are chemistry, computer science, foreign language, mathematics, physics, and robotics. Individuals must hold a bachelor's degree in the subject to be taught. While these individuals teach, they must work toward licensure. There is no time frame within which they are required to complete these requirements.

When a district is able to demonstrate that there is a shortage of licensed teachers, it may request a Full-Year Special Permit to hire individuals who have completed 120 hours of satisfactory college credit, including 15 semester hours of professional education courses. The permit is issued to the school district and is valid for teaching in the grade(s) or subject(s) specified until the end of the school year for which the permit is issued. The permit may be renewed if the shortage continues and the individual completes six semester hours of credit toward a B.A. and a regular teacher's license. When individuals with these qualifications are unavailable, the SBE, with the recommendation of a superintendent, may issue a permit for a person with "reasonable qualifications when failure to authorize the permit will deprive children of an education." Such a credential may be issued for a specific period. The credential cannot be used to supply schools with teachers during a labor dispute. Applicants for both the shortage-driven and emergency credentials are required to have a fingerprint background check.

Requirements for Licensure—Alternative Preparation

Michigan's Alternative Routes to Teacher Education is a collaborative effort of the Michigan Department of Education, local districts or consortia of districts, and IHEs with approved teacher preparation programs. A key concept in the program is a broadened definition of "teacher shortage" to encompass minority, gender, and teaching subject areas identified by districts and verified by the other collaborative partners as shortage areas.

Requirements for Michigan's alternative route to teacher certification include attaining a bachelor's degree in some instances, and having the intent to teach in specific subject areas. The individual receives a credential after finishing the required number and of credit hours and the same content of

coursework needed for regular licensure. Coursework is designed by IHEs and can take place at both district and IHE sites. Field experience is not required before entering the program but individuals must have an internship of one year with a mentor. In addition, candidates must pass the Basic Skills and subject/content areas of the MTTC to be licensed.

Standards Boards

Two groups have authority to develop standards for teacher education and licensure. The SBE appoints members to the Periodic Review/Program Evaluation Council (PR/PE), which evaluates the implementation of standards in teacher education programs. PR/PE members represent several education groups, including IHEs, teacher and principal associations, and school boards. Recently, the PR/PE studied standards for teams that visit and examine teacher education programs.

The Professional Standards Commission for Teachers (PSCT) advises the SBE on teacher education policy in the state. The group has 15 members, including 10 teachers, two IHE representatives, one school administrator, one LEA board member, and one public representative.

Minority Teacher Recruitment

The SDE's office of minority equity is attempting to establish statewide partnerships to recruit minorities into teaching, help minority students in teacher education programs to remain in schools to graduation, help locate suitable teacher placement for minorities, and survey credentialed minorities who are working in fields outside education. The Young Educators Society was established in 1986 at middle schools and high schools for the purpose of encouraging and recruiting minorities to teacher education. The program continues through 1995 and is administered by a committee of representatives of schools, colleges, and the SDE. Financial aid is offered to students through scholarships.

Teacher Education Review and Study

Michigan initiated education reform actions in 1993 with Public Act 335. A number of changes in teacher education were recommended by an academic standards committee that includes school board members, building-level school administrators, teachers, pupils, parents of pupils, business representatives, labor representatives, and IHE representatives for K-12 student performance. Periodic review of teacher education mandated by the Michigan State Legislature was implemented in the 1994-1995 school year.

The review was conducted by the Periodic Review/Program Evaluation Council. First appointed by the SDE in 1985, the Periodic Review/Program Evaluation Council has 22 members. Appointments are made for two-year terms and include 11 members representing independent and public colleges and universities, with no more than seven nor fewer than five members from either group. The remaining membership is comprised of seven teachers, one local school board member, one school superintendent, one elementary/middle school principal, and one secondary school principal.

The council is charged with three specific functions:

- to propose standards of quality for teacher education programs in Michigan;
- to establish, update, and publish guidelines covering the kind of evidence required by an institution to demonstrate that its programs meet the standards of quality; and
- to review reports of program review teams.

Policymakers also are seeking to reform teacher education in the following areas:

- Adopting provisions to increase collaboration between IHEs and the public schools to prepare teachers to support school restructuring;
- Setting standards for basic skill levels, teaching performances, and knowledge base expected of all candidates receiving a state teaching license;
- Increasing opportunities for collaboration with arts and sciences faculty, pedagogical experts, and school district personnel to encourage beginning teachers to continue skill-building in the first years of teaching; and
- Emphasizing collaboration between IHEs and local school districts to identify conditions essential

to the preparation of teachers in meeting state licensing standards.

Professional Development

Michigan has a number of requirements for professional development that are linked to renewal of licensure. A beginning, or novice, teacher is required to participate in 15 days of professional development during the first three years of employment. Professional Certificate holders are required to complete six semester hours or 18 Michigan State Board-approved continuing education units, or a combination of semester hours and continuing education units every five years to gain a renewal. Michigan's legislature initiated the requirement for professional development, though no state monies were allocated in FY '95. Employing districts and IHEs provide coursework and/or inservices to teachers and administrators. The professional development plan is not directly linked to the state's Goals 2000 plan.

Response to Violence

The Michigan SDE in cooperation with statewide citizen groups and legislative members established a study committee in July 1994, to examine issues related to violence in the classroom. Recommendations from the committee are being considered for legislative action.

Entrance Requirements

Minnesota requires students to take the P-PST before entering a teacher education program. At that stage, the test is not used as a screening device. However, the state asks that SCDEs have procedures to assist students with low scores. Students must pass the test with minimum scores of 173 in reading, 172 in writing, and 169 in mathematics to receive their license.

Requirements for Licensure—Regular

Once students complete an approved program which includes training in human relations; pass the P-PST with scores of 173 in reading, 172 in writing, and 169 in mathematics and receive the recommendation of the preparing IHE, they are eligible to receive the Initial License, which is valid for two years. In addition, beginning January 1, 1996 the SDE will require an FBI background and state fingerprinting test of individuals who are applying for initial licensure. With one year of teaching, license-holders are eligible for the Continuing License, which is valid for five years. A teacher must complete 125 clock hours of continuing education for each renewal of the license.

Requirements for Licensure—Emergency or Shortage-Driven

When a district cannot find a qualified, licensed teacher for a teaching position, it may request a one-year Limited License from the state to hire a person with a bachelor's degree and "significant coursework in the area to be taught." This credential may be renewed for one year if the person earns eight quarter hours in a teacher education program.

Requirements for Licensure—Alternative Preparation

Individuals can participate in the Alternative Preparation for Licensure program. This program permits applicants to enter a nontraditional teacher education program if they have a bachelor's degree, a major, and five years' experience in the subject to be taught, passing P-PST scores, documented experience with children, and an employment contract from a district.

Once admitted to the program, candidates receive an Alternative Teacher Preparation License, which permits them to accept an internship position upon completing 20 days (100 hours) of training by the district. While serving as an intern, the candidate is supported by a mentor teacher, a school administrator, and an IHE faculty member who provide instruction, coaching, and evaluation. This group recommends the candidate for licensure. After completing this one-year program, individuals are eligible for the Initial License.

Standards Boards

Appointed by the governor, the 11-member Minnesota Board of Teaching (MBT) has autonomous authority to establish licensure, entry, and exit standards. The board also approves teacher education programs. By law, the MBT must include six teachers, one principal, one SCDE faculty representative, and three lay members. The MBT is developing a system for beginning teachers to include assessment of basic skills and content knowledge at the entry point and a performance assessment after one year of teaching.

Minority Teacher Recruitment

Minnesota's efforts in minority teacher recruitment center on incentive grant programs. Since 1989, grants have been provided to districts to pay salaries of minority teachers new to the state. In addition, the state will offer grants to interested minorities in teaching through the Alternative Preparation for Licensure Program. The MBT provides a $5,000 (total) incentive grant for each minority candidate who enters the program. These individuals will receive $2,500 a year for two years, provided that they teach in the same district for a second year.

Legislation passed in 1991 expanded a 1988 program that provides grants to prepare Native American teachers. Grants are awarded to four sites where IHEs and districts work together for this purpose. Prospective teachers must matriculate in one of the four teacher education programs to receive the scholarship and then must teach in Minnesota to have

their repayable scholarships forgiven. One-fifth of the loan is forgiven for every year the individual teaches.

Additional legislation passed in 1993 and implemented in 1994 established the Teachers of Color program. Grants are made to school districts with a growing minority population. The district works in collaboration with teacher education institutions to recruit persons of color for teaching careers.

Teacher Education Review and Study

The Board of Teaching is restructuring the licensure system to focus on standards and to ensure that licensure standards parallel high school graduation standards. Recommendations for restructuring in regards to the new standards were prepared for legislative action. The focus of changes is on establishing performance-based standards. The board is considering steps to increase collaboration between IHEs and local districts and ways to increase arts and faculty member participation in teacher education and professional development activities. In addition to these efforts, the board recently provided grants to selected districts to support teachers in residency and mentoring programs. It is the board's goal that these programs will become permanent and available throughout the state.

Professional Development

Minnesota implemented extensive plans for professional development parallel to education reform actions linked to K-12 education. Staff development committees which included teachers in a majority of the membership developed school-based programs for inservice activities. Until recent legislation passed in spring 1995, professional development activities were funded by a 2 percent set aside in the annual state budget. Currently, there is no state set aside, but districts are encouraged to reserve funds for staff development. The legislators outlined goals for teachers' professional development:

- improve student achievement;
- effectively meet the needs of diverse populations;
- develop and implement inclusive curriculum;
- improve staff ability to collaborate and teach for nonviolent resolutions to conflict;
- effectively teach and model violence prevention policies that address issues of harassment; and
- provide challenging instructional activities including advanced placement in baccalaureate programs.

Response to Violence

The Task Force on Professional Education examined the adequacy of curricular attention in teaching, nursing, and social work to violence and abuse management. Legislation in 1993 established procedures to develop a center for a the study and teaching of professional practices to curb violence and abuse. The Higher Education Coordinating Board selected the University of Minnesota to house the center.

In other actions, the Minnesota legislature provided violence prevention grants for school districts to develop or continue violence education programs. The programs focus on how teachers can in intervening or preventing violence.

Entrance Requirements

To enter a teacher education program, candidates must have a 2.5 GPA in the general education core program. In addition, institutions assess a student's qualification to enter a program using the NTE communication skills and general knowledge tests. Scores of 651 and 646, respectively, are required. Students also must have a minimum of 44 semester hours towards core coursework.

Standard 10 of the Mississippi Certification Manual imposes caps on the number of education course hours for undergraduate study- a 15-hour maximum for secondary education and a 21-hour maximum for elementary education (excluding clinical hours).

Requirements for Licensure—Regular

To receive a teaching credential, candidates must have the following scores on the NTE core battery: communication skills, 651; general knowledge, 646; and professional knowledge, 649. Cut scores on the NTE subject exams range from 510 to 610.

When individuals complete an approved teacher education program and pass appropriate examinations, they are eligible for a Provisional certificate. This one-year credential may be renewed twice provided the teacher possesses minimum on-the-job skills measured by the Mississippi Teacher Assessment Instruments (MTAI). A teacher must master at least nine of the 14 skills by the end of the first year of teaching, 11 by the end of the second year, and all 14 by the completion of the third year. If teachers do not master nine skills at the end of the first year, they participate in a remediation program. After this program, they may re-enter teaching. The MTAI is implemented by the local school district with two individuals, typically the principal and an external evaluator, reviewing and observing the new teacher.

A teacher who masters the MTAI's 14 skills is eligible for a Class A Standard Certificate. This five-year credential has different levels based on advanced study: bachelor's, Class A; Master's, Class AA; education specialist, Class AAA; and doctoral degree, AAAA. The credential may be renewed by earning 80 staff development credits from the local school district along with one of the following: three credit hours in an endorsement area, four CEU approved by the SDE, or an additional 40 staff development credits. School districts are mandated to require 16 hours of teacher inservice annually.

Requirements for Licensure—Emergency or Shortage-Driven

If a district cannot find a credentialed teacher to fill a position, it may request that the SBE issue an Emergency Certificate to an individual who holds certification in another teaching area or meets a majority of the requirements for certification in the requested area. This includes NTE scores, appropriate degrees and/or coursework. Candidates must meet with an IHE dean to set up a program of study necessary to qualify for a credential in the emergency area of endorsement. The credential is valid through June 30 of the school year in which it is issued and may be renewed for two additional years with the completion of six credit hours per year. To be certified, individuals must meet all requirements for a Class A Standard Certificate by the end of their third year of teaching with an Emergency Certificate.

Requirements for Licensure—Alternative Preparation

To enter an alternative route program, candidates must have:

- at least 24 semester hours in the endorsement;
- a 2.75 GPA in their endorsement area;
- a 2.5 overall GPA or GPA of at least 3.0 on at least 21 semester hours of graduate work in an approved program of study;
- a bachelor's degree;
- the same scores on the NTE general knowledge and communications tests that are required for entrance to regular teacher preparation programs; and
- passing scores on the appropriate test of the Content Mastery Examinations for Educators.

Candidates must complete nine semester hours of education courses in an approved SCDE. These courses should address the development and interpretation of tests, the teaching of a subject in proper scope and sequence, methods of teaching, and classroom management. Candidates have up to three years to complete these courses. They must master the MTAI as described above. When they have completed the nine semester hours, they can obtain a Class A Standard Certificate.

Standards Boards

The Commission on Teacher and Administrator Education, Certification, and Development reviews standards and makes recommendations to the SBE on issues relating to the profession. The commission's 15 members must include four teachers, three school administrators, one public IHE representative, one representative or schools of education of independent IHEs, one junior college representative, one local school board member, and four lay members.

Minority Teacher Recruitment

No state programs were reported in this area.

Teacher Education Review and Study

In 1995, the elementary school certificate will be divided into a K-4 and 4-8 grades licensure system. Another recent study changed regulations and now permits secondary teachers to add an additional area of endorsement. With 18 hours of study in the new area and a minimum 2.5 GPA on those 18 hours, those individuals already holding secondary certificates can add another secondary area of endorsement.

Professional Development

No state programs other than licensure renewal requirements were reported. Please refer to "Requirements for Licensure-Regular".

Response to Violence

A number of districts are working more closely with law enforcement agencies and some communities have begun discussing issues of violence in the schools.

Entrance Requirements

Missouri stipulates entrance and exit requirements for individuals in teacher preparation programs. Upon entrance, an individual must take the SAT or ACT test and IHEs must record passing scores, though cutoff scores are not stipulated. Students must pass the College-Basic Academic Subject Examinations (C-BASE), a series of five tests, and score 235 on each test.

To successfully complete a teacher education program, a candidate must earn a 2.5 overall GPA, score no lower than C in professional education coursework, demonstrate oral proficiency, complete math and general education requirements, and achieve the state-required NTE scores in the specialty area.

Requirements for Licensure—Regular

Upon completion of an approved teacher education program, an individual is eligible for the Professional Certificate I which is valid for three years. During this time, the individual must:

- participate in an entry-year mentor program,
- develop and implement an approved plan of professional growth,
- participate in a beginning teacher assistance program, if available,
- complete 30 clock hours of inservice training, and
- participate in the performance-based teacher evaluation.

At that point, the individual is eligible for the Professional Certificate II, a seven-year license which may be renewed an unlimited number of times if the following requirements are met each time:

- complete a total of 10 years of teaching,
- continue the Professional Development Plan,
- complete 30 semester hours in inservice training,
- participate in the performance-based teacher evaluations, and
- complete 12 semester hours of academic credit.

Those who have earned a masters degree in education or in an area of certification are eligible for continuing professional certification and are exempt from the 12 semester hour requirement. Missouri is a partner in MINKS (Missouri, Iowa, Nebraska, Kansas, and South Dakota) which allows the issuance of a two-year regional exchange certificate for classroom teachers.

Applicants must complete a state-approved teacher education program and must hold a valid regular credential in the state in which the teacher education program was completed. This credential may not be renewed.

Requirements for Licensure—Emergency or Shortage-Driven

A Special Assignment Teaching Certificate may be granted to individuals in situations of district-determined and SDE-approved critical need (such as certain secondary school subject areas, foreign language, K-12 art, or K-12 music). Individuals and the district must jointly apply for this credential. To be eligible, individuals must have a bachelor's degree with a major in the area to be taught and five years of documented work experience in that area. The credential is valid for 1,044 clock hours of teaching within two years of the date of issue, but may be renewed without any additional requirements to be met. Such credentials permit individuals with no teaching experience but a strong background in their subject to teach for a period or two each day.

Requirements for Licensure—Alternative Preparation

To enter an alternative preparation program, individuals must have a bachelor's degree in the area to be taught, have a 2.5 GPA in undergraduate courses, and pass the relevant NTE subject exam. They sign a four-way contract with the SDE, the employing district, and an IHE. The contract stipulates that they will complete a teacher education

program at the IHE while employed by the district in a secondary school teaching position. Candidates then are awarded a two-year Temporary Certificate. After completing a successful year of teaching and before entering the second year of the teaching internship, candidates must complete nine additional semester hours. At the end of a second successful year of teaching, the person is awarded a Professional II Credential.

Individuals who have earned a Ph.D. are eligible to receive a teaching credential for secondary grades on the basis of their degree and a transcript analysis.

Standards Boards

The Missouri Advisory Council for the Certification of Educators (MACCE) makes recommendations to the commissioner of education regarding the development of state certification regulations. The council includes 15 teachers and draws its remaining members from IHEs, school boards, administrator groups, and other associations. Recently MACCE revised middle school, and early childhood licensure. The board is developing a new certification for unified science and a new cross-categorical, special education certification.

In addition to MACCE, a task force including representatives from IHEs, local districts, SDE, and local districts is making recommendations to the commissioner of education regarding teacher education program standards. Outcomes-based licensure and collaboration between IHEs and local school districts for teacher education programs are two of the recommendations.

Minority Teacher Recruitment

The Teacher Education Scholarship Program designates 15 percent of its funding for minority teacher scholarships. The state and the IHE contribute $1,000 for each year in the student's program. The student must teach in Missouri for five years to pay back the scholarship.

Teacher Education Review and Study

Missouri is considering a number of changes related to education reform. In addition to changes recommended to the commissioner of education regarding teacher education, other suggestions include reorganization of the SDE, changing professional development standards, revising the school funding formula, and setting new standards for teacher education programs. The state legislature has allocated funds in support of teacher professional development activities.

Professional Development

Missouri professional development activities are linked to licensure renewal. No other programs were reported.

Response to Violence

No state programs were reported in this area.

Entrance Requirements

The state does not mandate requirements for entrance into teacher education programs.

Requirements for Licensure—Regular

To receive an initial renewable license, an individual must successfully complete an approved teacher education program, or if from out-of-state, an equivalent, and pass the Core Battery of the NTE. Required NTE scores are professional knowledge: 648, general knowledge: 644, and communication skills: 648. Renewal of the five-year certificate requires one year of teaching and approved inservice or college credit.

Requirements for Licensure—Emergency or Shortage-Driven

In cases where a school district has advertised for a teacher through usual channels and failed to obtain an appropriately licensed applicant, the district may request an Emergency Authorization to Employ. If approved, this will permit a person not appropriately licensed to fill the vacant position. Application and details are available upon request.

Emergency Authorization also is granted to Native American tribal members, based on verification of cultural expertise, to teach in public schools. These individuals are given authorization on a year-to-year basis.

Requirements for Licensure—Alternative Preparation

An alternative route to teacher preparation is available under the Class 5 Provisional Certificate. This may be issued to those who have completed a bachelor's degree at a regionally accredited institution but have not completed a teacher preparation program. The degree content must include a major in an area endorsed for teaching in Montana. Six semester credits of teacher preparation also must be completed prior to application. The Class 5 Certificate allows the holder three years to complete the teacher preparation program at an accredited institution.

The Class 5 Provisional Certificate also is available to those who meet other requirements but have not successfully completed the Core Battery of the NTE or those who do not have the necessary recent coursework to qualify for the renewable teaching certificate.

Standards Boards

The Certification Standards and Practices Advisory Council (CSPAC) consists of seven members:

- three teachers (one K-8, one 9-12, one at-large);
- one classified as a specialist;
- one higher education teacher educator; and
- one school administrator; and one school board member.

The council advises the Board of Public Education on issues related to the preparation and certification of Montana teachers. It also provides funding for research programs.

Minority Teacher Recruitment

No state programs were reported in this area.

Teacher Education Review and Study

New teacher education program standards were adopted in 1994. These amendments will become effective with on-site program reviews beginning in 1996. All Montana teacher education programs undergo team on-site reviews on a five-year cycle. Likewise, standards used to evaluate programs are reviewed for amendment on an offset five-year cycle.

Professional Development

Montana requires all licensed educators to participate in professional development activities for licensure renewal. Professional development programs were first implemented by the Board of Public Education (BPE) in 1975, but are, by mandate, not linked to assessment of teacher performance. Teachers choosing coursework at IHEs fund their own

activities, while the local district funds inservice activities and workshops. Teachers develop individual professional development plans with their supervisor. Components of the professional development plan are approved according to definitions established by the BPE.

Response to Violence

Through the combined efforts of the state attorney general's office, the state superintendent of public instruction, a town meeting program for K-12, parents, and community members to share concerns regarding violence in schools was implemented. The data collected will be used by the Interagency Coordinating Council on Prevention, established by the state legislature to assist development of local programs for preventing violence, eliminating substance abuse, and eliminating other dangers to youth. The intent of the attorney general and superintendent is to develop local prevention programs.

Entrance Requirements

Applicants to teacher education programs must:

- score 170 in reading, 171 in math, and 172 in writing on the P-PST when hand-scored (computer-based tests are scored at different levels);
- complete a prescribed course in human relations; and
- complete a three-hour course in teaching special education students from a teacher education program.

Universities and colleges require students to maintain a minimum 2.5 GPA for entrance into the program. In addition, before entering a teacher education program and student teaching, students must sign an affidavit attesting that they have been convicted of a felony.

Requirements for Licensure—Regular

Nebraska offers three regular teaching credentials. A person earns an Initial Certificate after completing an approved teacher education program. This credential is valid for five years and may be renewed if the holder completes six semester hours of approved credit (if the certificate has been expired by less than five years). If more than five years have passed, the holder must complete 15 hours of prescribed study.

To earn a Standard Certificate, the applicant must have an Initial Certificate or its equivalent from another state and two years of consecutive teaching for the same employer. The Standard Certificate is valid for seven years.

To earn a Professional Certificate, teachers must have a master's degree or a fifth-year credential in the field in which they received their original license. The Professional Certificate can be renewed after 10 years. Both the Standard and the Professional credential may be renewed with six semester hours of credit or with two years of consecutive teaching for the same employer. A state statute requires teachers to obtain six hours of college credit (or the equivalent as described in LEA policies) for every six years of tenured teaching.

Missouri, Iowa, Nebraska, Kansas, South Dakota, and Oklahoma are partners in the MINKS agreement, which allows the issuance of a two-year regional exchange certificate for classroom teachers. Applicants must complete a state-approved teacher education program and must hold a valid, regular credential in the state in which that was completed. Unlike other limited credentials, this certificate is valid anywhere in the six participating states and may be issued without any request from an employing school.

Requirements for Licensure—Emergency or Shortage-Driven

Nebraska offers a Provisional Commitment Teaching Certificate, for which one must hold a bachelor's degree, have a district employment contract, be enrolled in a teacher preparation program, and have completed at least half of the pedagogical component of that program and three-fourths of the field requirement. Before teaching, individuals with this credential must sign an affidavit attesting that they have not been convicted of a felony. The credential may be renewed twice, for one year each time, while the teacher finishes the approved teacher preparation program.

Because substitute teachers are in short supply, the state now issues Substitute Certificates to individuals who have not met the P-PST requirements, taken the human relations course, or gained the special education skills required for licensure, but have met all other teacher training requirements or have held a regular certificate issued by Nebraska or another state.

Requirements for Licensure—Alternative Programs

No state programs were reported in this area.

Standards Boards

The Nebraska Council on Teacher Education (NCTE) advises the SBE. The council's 50 members include one representative from each IHE and the president of the state AACTE group (17 total), 16 teachers (one representing private schools), 12 local administrative members, four local board members,

one PTA member, and one representative from the SDE. Members are nominated from within their organizations and are appointed by the SBE. The Executive Committee of the NCTE, which rules on the propriety of the nominees and establishes agendas, must have representation from each constituency listed above.

Minority Teacher Recruitment

No state programs were reported in this area.

Teacher Education Review and Study

The SDE has proposed setting performance-based standards for basic skill levels, teaching performance and knowledge base levels expected of all candidates receiving a state teaching license. Legislation to enact the proposal is being considered.

In other action, the SDE formed task forces to study four area of concern: 1) technology and distance teaching 2) alternative certification 3) basic skills competencies and 4) certification. Reports from the task forces have been refined by the NCTE and will be incorporated in rule changes being proposed to the SBE.

Legislative action is also pending that recommends fingerprinting of all candidates for licensure.

Professional Development

The state requires all teachers and administrators who have permanent licensure are required to participate in professional development activities. Programs are offered by the school districts and through continuing education units. Nebraska does not fund professional development activities on the state level. The SDE is currently considering that national boards certification replace or be used in lieu of other state-offered licenses.

Response to Violence

The governor's office proposed a Youth Crime Bill which is under consideration. Provisions include establishing a "boot camp" for offenders, empowering school districts to expel students in violation of school codes for periods up to one school year, and expanding authority to search for firearms. Legislation passed in 1994 broadens the schools' authority for long-term expulsion and extends and clarifies the reasons for expulsion.

Entrance Requirements

To enter a teacher education program, candidates must obtain the following minimum scores on the P-PST: reading, 172; math, 170; writing, 172.

Requirements for Licensure—Regular

To be eligible for the Nevada Provisional License, an individual must:

- successfully complete an approved teacher education program;
- hold a bachelor's degree;
- earn appropriate scores on the NTE professional knowledge and specialty area exams; and
- comply with the fingerprinting requirement.

Individuals who meet these requirements may receive the Provisional License which is valid for one year. Upon removal of the provisions, the same license is valid for an additional four years. After that, it can be renewed for five years with six semester credits or professional development credits. To attain a Professional License, an individual must have three years of teaching and a master's degree. The Professional License is valid for six years and may be renewed with six semester credits or professional development credits.

Requirements for Licensure—Emergency or Shortage-Driven

No state programs were reported in this area.

Requirements for Licensure—Alternative Programs

No programs were reported in this area.

Standards Boards

The Commission on Professional Standards in Education has nine members: four teachers; two administrators (one of whom must be a private school representative); one lay person; one counselor or school psychologist; and one IHE member (who must be dean of one of the state's two SCDEs).

Requirements for teacher preparation and licensure can be amended only with the commission's approval. Though the commission is considered an autonomous board, the SBE has limited veto powers over the commission's actions.

Minority Teacher Recruitment

No state programs were reported in this area.

Teacher Education Review and Study

No state programs were reported in this area.

Professional Development

Nevada links professional development to requirements for licensure. See "Requirements for Licensure—Regular."

Response to Violence

Legislation to prevent gang activities in schools increase the severity of a crime involving gang activity is pending. Efforts to broaden educators' awareness of gangs have been made by Nevada state and local police departments.

New Hampshire

Entrance Requirements

New Hampshire requires that IHEs set entrance and exit requirements for teacher preparation programs. These generally include completion of general education requirements and demonstration of basic reading, writing, and mathematics skills before individuals can enter a teacher preparation program. IHEs decide how applicants' competence in these areas is to be assessed, and evaluate candidates to determine whether they should be recommended for an initial credential.

Requirements for Licensure—Regular

Individuals receive a Beginning Educator Certificate after they complete an approved teacher preparation program. This credential is valid for three years, during which time the individual must complete 50 clock hours of professional inservice training (of which 20 clock hours must be in each endorsement area; five clock hours must be in character and citizenship education; and five hours must be in general education). Once candidates have three years of teaching experience, they are issued the Experienced Educator Certificate, which is valid for three years and has the same inservice requirement for renewal. Criminal checks of all candidates for new or renewed licensure are required in New Hampshire.

Requirements for Licensure—Emergency or Shortage-Driven

New Hampshire provides a program (Alternative Four) for individuals with a degreeing a critical shortage area to enter an internship program with a mentor teacher from the local school district. The mentor and the candidate establish a three-year plan to allow the candidate to meet the same requirement for basic skills in reading, writing, and mathematics as those entering the IHE's teacher education program. The SDE designates the critical shortage areas.

Requirements for Licensure—Alternative Preparation

Under the Provisional Certification Plan (also called Alternative Five), individuals who want to teach at the secondary level must hold a bachelor's degree with a 30-credit major in the subject to be taught and a GPA of 2.5. Individuals who want to teach at the elementary level must have a bachelor's degree, a major, 30 credits in the arts and sciences, and an overall GPA of 2.5. (The above GPA requirements are waived for people who graduated more than five years before applying to teach, have five years of occupational experience related to their subject, and meet all other requirements.) Those who meet the requirements may be issued letters of eligibility, with which they may be hired by districts. The district must appoint a mentor teacher or mentoring team to work for a year with the provisional teacher. The mentor must receive a minimum of 12 hours of training in the mentoring process from the SDE or from other persons or institutions contracted by the SDE to do this training. An education plan developed by the mentor, building principal, teacher candidate, and any other designated person, includes preservice and inservice as specified by the SDE. After completing the plan, individuals are recommended for the Beginning Educator Certificate. Costs for the mentor training must be covered by the teacher candidate.

Another plan, Alternative Three, allows individuals with teaching experience who have not completed an approved SCDE program to take written and oral exams to be licensed.

Standards Boards

New Hampshire has two advisory boards that provide recommendations to the SBE. The Professional Standards Board advises the SBE on teacher credentialing. The Professional Standards Board consists of the following 21 members: the director of the Division of Program Support (or designee), who is the executive secretary of the board; nine members representing classroom teachers, education specialists, or both; nine members representing higher education and higher education administration; and two laypersons. The Council for Teacher Education makes recommendations to the SBE on standards for approval of SCDE programs and administers the program approval process. The council, which works separately from the Professional Standards Board, has four statutory members and 11 appointed members.

The statutory members include the commissioner of education, the dean of the University of New Hampshire School of Education, and two state college presidents. Statutory members appoint additional members from the education community.

Minority Teacher Recruitment

No state programs were reported in this area.

Teacher Education Review and Study

A recent SBE study committee updated teacher preparation standards including a requirement for a content area major for all candidates. The changes have been reviewed by a legislative oversight committee and are now incorporated into the administrative rules governing the certification of teachers. Legislation has been passed requiring a state criminal history check for initial certification and recertification.

Professional Development

No state programs were reported in this area beyond those connected to licensure.

Response to Violence

A SBE-appointed task force with representatives of local school boards, state police, community members, and teachers continues to meet regularly to examine school violence issues.

New Jersey

Entrance Requirements

Entrance to New Jersey teacher preparation programs is regulated by the state. To enter a program, a person must have a 2.5 GPA. In addition, students must complete a field experience during their sophomore year prior to entering the program. They must demonstrate an acceptable level of math and oral and written English, as well as an aptitude for teaching. Each approved undergraduate program includes 96 semester hours of liberal arts study distributed among general education, the academic major, and the behavioral and social sciences. Professional education courses may not exceed 30 credit hours, approximately one-half of which should be in clinical/field experience.

Requirements for Licensure—Regular

Students who have a 2.5 GPA, demonstrate an aptitude for teaching (as determined by the SCDE), and earn sufficient scores on the NTE or Praxis II tests for their subject areas are able to receive a letter of eligibility with advanced standing. (For the NTE requirement, elementary teachers must earn a score of at least 649 on the NTE general knowledge exam; all others take the NTE or Praxis II in the relevant subject areas).

Candidates applying for elementary school level licensure are required to take the general knowledge and content area subtests of the NTE and PRAXIS II and to be evaluated regarding their knowledge in the subject areas.

When individuals who have earned advanced standing receive an employment offer, the employer requests a Provisional Certificate, under which individuals teach during their first year. After one year of teaching during which they are evaluated three times by the principal and must receive a positive evaluation by a school supervisory team, individuals will be eligible for a Standard Certificate. This credential is valid for life.

Requirements for Licensure—Emergency or Shortage-Driven

County superintendents may grant emergency credentials in special education when a district demonstrates need. Emergency credentials have been eliminated from all teaching fields except special education. It is anticipated that emergency credentialing will likewise be eliminated in special education within the next few years.

Requirements for Licensure—Alternative Preparation

The SBE established the alternate route aspect of the New Jersey Provisional Teacher Education Program for "alternative certification" in 1985. To receive the appropriate certificate of eligibility authorizing its holder to seek and accept offers of employment, the candidates must:

- hold a valid bachelor's degree;
- have a major in the subject to be taught (for secondary schools) or a major in the liberal arts and sciences (for elementary schools); and
- pass the NTE general knowledge examination for elementary licensure or the designated NTE specialty examination for a license in a subject.

After a district registers a candidate for the program, it has the following minimum responsibilities to a provisional teacher during the first three years of employment:

- Evaluate the new teacher tree times, the last of which includes a recommendation by the building principal for standard licensure;
- Assign a support team, including a certified, experienced teacher, to support and assist the new teacher.

The state requires all first year teachers to attend approximately 200 hours of formal instruction after school hours at a district or SCDE program.

Standards Boards

The 13-member State Board of Examiners to advises the SDE on preparation and certification standards. The law stipulates that in addition to the state superintendent of schools, the board members include four teachers (one of whom must be an education media specialist), two principals, two superintendents, one school business administrator, two IHE representatives, and one state agency representative.

Minority Teacher Recruitment

Minority teacher recruitment is conducted through funding by a grant from the Mellon Foundation and administered by the Council of Chief State School Officers. Continued activities include participation by 25 districts in urban recruitment workshops.

Teacher Education Review and Study

A series of meetings have been held between the professional associations representing the teacher education community and members of the SDE, including the commissioner. Discussion has centered on the restrictions of the present licensure requirements, heightening teacher professional development in the state, streamlining the existing accreditation process, strengthening SCDE faculty involvement in the mentoring role during the induction year, and enhancing collaboration between SCDEs and schools.

As a result of the meetings, policy recommendations on teacher education reflecting New Jersey's participation in Goodlad's Agenda for Teacher Education in a Democracy Project, were presented to the chancellor of higher education, and members of the state board of education and the legislature. Discussions among state education personnel have centered on perceived needs for changing the licensure requirements to encourage further teacher professional development; cost borne by new teachers for the mentoring period; streamlining the existing accreditation process; strengthening the SCDE faculty involvement in the mentoring role during the induction year; and enhancing the collaboration between SCDEs and schools.

Discussions concerning plans for professional development activities are underway in New Jersey.

Professional Development

Discussions concerning plans for professional development activities are underway in New Jersey.

Response to Violence

The governor has established the Commission on Discrimination and Violent Crimes which includes topics related to school issues. A formal report has not yet been issued.

New Mexico

Entrance Requirements

IHEs assess the basic skills of applicants to teacher education programs. Each of the institutions have varying screening methods, which are evaluated by the Professional Standards Commission for program approval. The state legislature is now considering legislation requiring all candidates for licensure to be fingerprinted.

Requirements for Licensure—Regular

The state has three levels of licensure. To earn the Level One License, an individual must successfully complete an approved teacher education program and must earn the following scores on the NTE: general knowledge, 645: professional knowledge, 630; and communication skills, 644. This initial license is for three years.

To earn a Level Two License, the teacher must demonstrate the teacher competencies and indicators deemed essential by the state. This license is valid for nine years and renewed with continued demonstration of the competencies and indicators.

The Level Three-A License, also valid for nine years, is a non-classroom license for those instructors who have demonstrated the competencies and indicators, hold a master's degree, and serve in a coordinating capacity. Licensure renewal is based on demonstration of the Level Three-A competencies.

In 1989, the SBE appointed the Licensure Testing Task Force to study licensure testing in New Mexico and to make recommendations for improving the current testing program. As an outcome of the task force, an alternative licensure process was adopted by the SBE in 1992. Those who have not passed the NTE may present a portfolio to the Teacher Assessment Review Panel to demonstrate ability to enter the teaching profession. The nine-member panel meets with each candidate to review his/her qualifications. The panel recommends to the state superintendent of public instruction as to whether or not the candidate should receive a permanent waiver of the NTE Core Battery. The final decision rests with the state superintendent. To date, 160 candidates have participated in this process.

Requirements for Licensure—Emergency or Shortage-Driven

At the request of a district, waivers may be granted to allow individuals who do not meet criteria for the Level One License to teach. Individuals must have a bachelor's degree or nearly completed their degree. Requests are reviewed by the state superintendent on an individual basis. This substandard license can be renewed if the individual complies with the conditions set by the state superintendent and if the district makes an additional request. Such licenses usually are sought in special education and bilingual education.

Requirements for Licensure—Alternative Preparation

The state offers the Alternative License for an individual with a bachelor's degree in an appropriate subject. The individual, who, typically, has some teaching experience in college, business, or the military, first must be hired by a local district. The individual and the hiring school must submit a plan to the SBE indicating the individual's educational needs, how these needs will be met, and an expected time line for completion. When this plan is complete and the NTE core battery is passed, the individual receives a Level One License. The license may be renewed annually if the district evaluates the candidate positively and the candidate shows progress toward completing the planned course of study.

Another alternative to regular licensure is the Distinguished Scholar Program. This program aims to increase quality of teaching content rather than develop professional educators. Those with expertise in specific areas submit documentation along with a written request from the local hiring district to the SDE. With acceptance of this documentation and passage of the NTE core battery, the individual can receive the Distinguished Scholar License which is issued for one year. With a district's indication of competency, the individual can attain the license each year.

Standards Boards

The Professional Standards Commission (PSC) is a 19-member body that recommends standards for teacher education programs and credentialing to the SBE and facilitates the program approval process. Stipulated by law, PSC membership includes five teachers, two administrators, one SCDE dean, one IHE instructor, one postsecondary institution representative, one special service person, one school district employee in a nonteaching area, four lay members, the state superintendent (or designated representative), the state director of professional licensure, and one representative of private K-12 and/or secondary schools.

Minority Teacher Recruitment

The PSC is considering programs to increase recruitment and retention of minority educators.

Teacher Education Review and Study

The PSC is considering a number of changes concerning teacher evaluation and professional development. In the initial stages of evaluating assessment procedures, the commission examined the effectiveness of standardized testing and is now studying the feasibility of implementing a portfolio, or composite profile system. The overall goal is to implement assessment procedures which take into consideration a broad-based awareness of professional development needs of the individual beginning in the preservice stages and continuing through years of teaching. Included in the commission's concerns are issues concerning cultural, ethnic, and linguistic diversity.

Professional Development

New Mexico initiated a comprehensive professional development plan that parallels the state's K-12 education reform activities. All teachers and administrators are required to have an individualized professional development plan. Each plan is based on identified state, district, and individual needs. Teachers can take courses at SCDEs, participate in state-planned professional development workshops, or district-planned inservice programs. State and district workshops are based on what New Mexico has identified as the Essential Teaching Competencies, which are the foundation for teacher education program approval. School districts are encouraged to design locally-initiated plans based on the same principles.

Response to Violence

No state programs were reported in this area.

New York

Entrance Requirements

New York does not stipulate requirements for entrance into teacher education programs.

Requirements for Licensure—Regular

Candidates for licensure for teaching in elementary self-contained or secondary academic classrooms are required to pass the New York State Teacher Certification Examination (NYSTCE). The exam includes the Liberal Arts and Science Test (LAST) and the Assessment of Teaching Skills-Written (ATS-W). Candidates for other teacher licenses (occupational, special education, art, music) may take the NTE core or the NYSTCE. Other requirements for licensure include:

- the baccalaureate degree with a concentration in one of the liberal arts and sciences;
- evidence of study of regarding child abuse;
- completion of a program of study in pedagogy in a state approved teacher education program;
- college-level study in a language other than English; and
- completion of a criminal background questionnaire

After September 1, 1997, all candidates for teacher licensure will be required to pass the NYSTCE. With these criteria met, individuals are eligible for a Provisional Certificate which is valid for five years provided the individual teaches in the classroom for at least one year with support from a mentor teacher. If the applicant doesn't complete an approved program, he/she may apply directly to the state bureau of certification for a transcript review of his/her credentials.

To convert a Provisional Certificate to a Permanent Certificate, individuals are required to earn a master's degree in a field of study functionally related to the teaching license. In addition, he/she must pass the Content Specialty Test (CST) and achieve successful scores on the Assessment of Teaching Skills-Performance (CST-P), which consists of a 30-minute videotaped performance in which specific criteria are rated by the state review team. The individual also must complete two years of teaching before applying for the license. The Permanent Certificate is valid for life unless annulled by the Commissioner of Education for cause.

Requirements for Licensure—Emergency or Shortage-Driven

A Temporary License may be issued when a district declares that there is no credentialed person to fill a position. After the district's request is granted, it may employ bachelor's degree holders in the position. The license may be renewed up to three times depending on the extent of the individual's deficiencies and the district's demonstrated need. Individuals holding this license may carry no more than an 80 percent teaching load. The remaining 20 percent is spent under the tutelage of an experienced teacher released by the district to be a mentor. By the beginning of the first semester of employment, the individual must be enrolled in an SCDE. All course requirements for a provisional credential must be completed within a period not to exceed four years.

Requirements for Licensure—Alternative Programs

New York has several alternatives to complete teacher credential requirements. Transcript evaluation, consideration of work and professional experience, and union-sponsored programs are some of the avenues available for individuals who hold a bachelor's degree and wish to enter the teaching field.

Standards Boards

Appointed by the Board of Regents, members of the TECAP advise the regents on licensure, program approval, and teacher practice. TECAP has 15 members: eight pre-K-12 teachers, one school superintendent, one school personnel administrator, four teacher education representatives, and one layperson or public representative. TECAP operates in an advisory capacity only; it does not have any final regulatory authority over teacher education policies. TECAP

recently made recommendations regarding:

- specialty area tests and a teaching skills assessment;
- revision of teacher licensure standards;
- cases involving teachers' moral character;
- implementation and funding of teacher centers;
- staffing shortage in New York City; and
- implementing a research project comparing performance of teachers certified through approved programs vs. those certified through alternative programs.

Minority Teacher Recruitment

The New York State Teacher Opportunity Corps Program is administered through the Professional Career Opportunity Program in the Office of Equity and Access Programs. It facilitates the recruitment, selection, and preparation of minority and economically disadvantaged students for the teaching profession. Through this program, IHEs offering approved programs may receive grants to increase the number of prospective teachers from economically disadvantaged backgrounds or from groups historically underrepresented in teaching.

The SDE offices of college evaluation and teaching work together to facilitate articulation between programs of two- and four-year colleges and universities. These cooperative efforts help identify and encourage minority students in the pursuit of a teaching career. The groups provide counseling for these students in their first and second years of postsecondary education. In addition, state offices are working with the New York City public schools to implement a career development program for paraprofessionals. These efforts are funded by the state and by the New York City school district as part of the state aid formula.

The Teacher Career Recruitment Clearinghouse (TCRC), a job bank for K-12 teachers, is funded through an SDE revenue account. TCRC works to recruit underrepresented groups, including minorities, into teaching in New York.

Teacher Education Review and Study

In spring 1993, the commissioner of education instructed the Teacher Education Conference Board to conduct a study to "re-imagine" teacher education. The report was completed and released during 1994. In addition, in cooperation with representatives of IHEs that have registered (state-approved) teacher education programs, the SDE published a list of teacher education programs that address the objectives of the state's New Compact for Learning.

In addition, the Board of Regents is implementing a system to improve teacher education standards. With the goal of developing a performance-based system, new evaluation procedures, assessments, and requirements for teacher education were proposed and implemented in spring 1993. Continuing are plans to increase IHE collaboration with school districts and increase local community involvement and control of education procedures.

Professional Development

No state programs were reported in this area.

Response to Violence

In January 1994, the New York State Education Department issued a comprehensive report, *Violence in the Schools: A National, State, and Local Crisis*, concerning the causes, incidence, and programs designed to resolve issues related to violence in the classroom. Included in the report are a number of suggestions for implementation.

Entrance Requirements

To enter a teacher education program, candidates must have a 2.5 GPA in their undergraduate courses and pass the P-PST (PRAXIS I) with scores of 176 in reading, 174 in writing, and 173 in math. To exit a teacher education program, individuals must pass the NTE professional knowledge exam with a score of 649 and the pertinent NTE/PRAXIS subject exams. (The DPI uses these data to develop a profile of the scores of their new teachers.)

Requirements for Licensure—Regular

The state offers two levels of teaching licenses. Graduates of approved programs first receive an Initial License. This license is valid for two years, during which time the recipient participates in an induction program. A mentor or a team supports the teacher throughout the program and evaluates him or her at least three times. After two years of successful teaching and with a recommendation from the local school system, teachers receive a five-year, renewable Continuing Certificate. Individuals are required to renew this license each five years by earning 15 renewal units (10 semester hours of credit), five of which they can earn by teaching.

Requirements for Licensure—Emergency or Shortage-Driven

No emergency license exists in the state. If a district cannot find a teacher licensed in a particular teaching area, it can request that a teacher not licensed in the area be assigned through provisional procedures. The teacher must work toward the appropriate licensure area.

Requirements for Licensure—Alternative Preparation

The Lateral Entry Program permits individuals who hold a bachelor's degree in a licensure area and have a district employment contract for teaching in that same area to receive a Provisional Certificate. To be granted a regular license, individuals with a provisional credential must:

- participate in an induction project;
- be affiliated with an LEA;
- complete an approved teacher education program within five years at the minimum of six semester credit hours per year; and
- pass the NTE/PRAXIS subject exam before entering the program and pass the NTE professional knowledge test when course requirements are completed.

A Modified/Alternative Procedure for Lateral Entry also is provided. Under this procedure, LEAs can recommend candidates to receive teaching licenses. (This was previously the IHEs' responsibility) The DPI has approved several requests to relegate certain credentialing requirements for individual school systems, with the stipulation that individuals be credentialed through the Modified/Alternative Procedure for Lateral Entry. (Each school system has presented the DPI with a plan for improving student achievement. Local systems may set their own system to improve student achievement and request that state policies and procedures be waived if they "inhibit the local unit's ability to reach its local accountability goals.")

Standards Boards

The Professional Practices Commission acts as an advisory body to the DPI on teacher preparation and credentialing. The DPI's Executive Committee nominates, and the SBE appoints, the 14 members, which include seven teachers; three administrators; and four SCDE representatives (from two public and two private IHEs).

The group has reported to the SBE on credentialing of health and physical education teachers, speech and language pathologists, and school nurses. Topics of other reports include alternative licensure, a modified licensure plan, preparing teachers for cultural diversity, graduate-level certification, national certification, and professional development.

A newly legislated autonomous standards board has just begun its work. The 20-member board to be selected by the governor, senate, and house of repre-

sentatives, would have authority to set standards for all aspects of teacher education, licensing, and professional discipline.

An Administrator's Standards Board was established in 1994. It is developing a new test for administrators to be eligible for licensure, effective 1998.

Minority Teacher Recruitment

North Carolina sponsors Project Teach, a minority teacher recruitment program that encourages students to consider a career in teaching through organized programs involving parents as well as students in the 7th-12th grade.

Funding is expected to continue for two scholarship loan programs administered by the DPI. Although these programs are not specifically targeted toward minority teacher candidates, the DPI is required to place a special emphasis on minorities in granting the awards. The Prospective Teacher Program awards scholarships of $2,000 per year for up to four years for individuals in approved teacher education programs. Legislation has been drafted to increase this award to $2,500. The Teacher Assistant's Scholarship allows teacher assistants to work part-time in the public schools and matriculate part time in teacher education programs. Students teaching in North Carolina are eligible to apply on a yearly basis.

Teacher Education Review and Study

See "Standards Boards" section.

Professional Development

North Carolina mandates requirements for professional development linked to provisional, emergency, and alternative licensure renewal. The plan was initiated in the 1980s as a result of the SBE recommendations. State funds for staff development are given to local education units through the department of Public Instruction and Local Education Agencies. In addition to teachers, IHE faculty, and administrators, counselors, school psychologists, and school social workers are required to participate in professional development programs. These programs may include IHE coursework, district inservices, or privately initiated programs. The professional development plans are not linked to Goals 2000. Plans are underway to link professional development to teacher assessment at the initial licensure stage.

Response to Violence

The Task Force on School Violence presented its report in March 1993. Task force members, who include the attorney general, the state superintendent, and the secretary of crime control and public safety, were appointed by Governor Hunt who has identified school violence as a major priority. Final recommendations have been submitted to the state legislature. Provisions include alternative school approaches for violent students, weapon control, and violence prevention programs within schools. Various bills based on these recommendations are now being debated.

North Dakota

Entrance Requirements

To enter a teacher education program in North Dakota, a person must have a 2.5 GPA on prior undergraduate work. IHEs also must screen applicants for competence in basic skills with a standardized basic skills test of the IHE's choice. To exit a teacher education program and be eligible for a license, students must have a 2.5 GPA, student teaching experience at the appropriate level and area, and three recommendations (two from the faculty and one from the cooperating teacher). A person also must complete two semester hours in Native American studies with focus on North Dakota tribes.

Requirements for Licensure—Regular

Individuals who complete an approved program in North Dakota, initially are issued the Two-Year Entrance Certificate. Teachers new to the state are issued the same certificate but must complete coursework in Native American studies during the two years. With 18 months of full-time teaching experience, an individual may apply for the Five-Year Certificate. This certificate may be renewed if the bearer teaches for at least 30 days under contract and completes four semester hours of college credit. (Thirty days was chosen because some kindergarten programs in remote areas are six-week [30-day] programs.)

Requirements for Licensure—Emergency or Shortage-Driven

School districts may apply to hire someone with an emergency license if no qualified teachers are available to fill a vacancy. This license may be issued for up to one school year. The holder must take eight semester hours of professional education courses while teaching under the emergency credential to be reconsidered for an emergency position. The district must reapply for an emergency license holder every year after August 15 and must verify that no licensed applicant was available for the vacancy.

Requirements for Licensure—Alternative Programs

No state programs were reported in this area.

Standards Boards

North Dakota has a nine-member Education Standards and Practice Board (ESPB). The members are appointed by the governor, and the membership is composed of five teachers, two administrators, one school board member, and one dean from a college with a teacher preparation program. The major responsibilities of the ESPB are to investigate unethical conduct, set standards for licensure and program approval, and provide recommendations for inservice education of persons engaged in teaching in the public schools.

Minority Teacher Recruitment

No state programs were reported in this area.

Teacher Education Review and Study

No state programs were reported in this area.

Professional Development

No state programs were reported in this area.

Response to Violence

No state programs were reported in this area.

Entrance Requirements

Using bias-free, culturally appropriate methods, IHEs are required to assess individuals entering teacher education programs in oral and written communication, mathematical knowledge, academic aptitude, achievement, motivation, and interpersonal skills. The IHEs use results from the assessment for both admission and retention purposes.

Requirements for Licensure—Regular

To receive an initial teaching license, the Provisional Certificate, candidates must successfully complete an approved teacher education program, score at least 642 in both the general knowledge section and the professional knowledge section of the NTE, and pass the pertinent NTE subject exam. The Provisional Certificate is valid for four years.

To earn an eight-year Professional Certificate, individuals must complete their first year of teaching in an induction program, gain three years of satisfactory teaching experience under the Provisional Certificate, and earn 30 semester hours of courses beyond those required for the initial credential. These courses may be taken in the pertinent subject area or in pedagogy. To earn a Permanent Certificate, an individual must have a master's degree and have earned at least 12 semester hours since being granted the Professional Certificate. The individual must teach for five years under the Professional Certificate. Both the Provisional and the Professional credentials can be renewed with the completion of a specified number of hours of college courses or CEUs based on the experience of the individual.

Requirements for Licensure—Emergency or Shortage-Driven

When a district has posted a position with the SDE for two weeks and has been unable to find a suitable candidate, it may request that the SDE issue a Temporary Teaching Certificate to someone who holds a valid teaching credential but not a credential in the pertinent area. To be eligible, a person must have completed at least 20 semester hours of work in the subject area and be enrolled in an approved teacher preparation program. This one-year credential may be renewed by completing at least six semester hours per year toward full licensure.

Requirements for Licensure—Alternative Preparation

Ohio permits individuals without regular teaching credentials to teach at the secondary level if they complete an Internship Certification Program. Districts may be approved to offer these programs in concert with SCDEs that have approved teacher education programs. To participate, individuals must

- hold a bachelor's degree with a major in a subject area taught in grades 7-12;
- pass the NTE exams in general knowledge and in their subject area; and
- have three years of work experience related to the subject.

The program must be submitted by the district to the SBE for approval, and the district is required to work cooperatively with an IHE in developing parts of the plan. Individuals must complete at least six semester hours of courses in the principles and practices of teaching before they may obtain an Internship Certificate. They then teach for two years under the direct supervision of a mentor, take another 12 hours of professional education courses and are evaluated by the school district. After that, they take the professional knowledge test of the NTE to qualify for a Provisional Certificate identical to that issued to graduates of traditional teacher preparation programs.

Standards Boards

The Teacher Education and Certification Advisory Commission is appointed by the SBE to advise it on teacher preparation and certification matters. The commission has 21 members and must include eight teachers (one must teach special education, one must teach vocational education, one must be from a private K-12 school), two principals, one superintendent, one supervisor, one LEA board member, six IHE representatives (two college presidents, two deans, and two faculty members—one of each repre-

senting a public institution and one of each representing a private institution), one teacher education student, and one lay member.

Minority Teacher Recruitment

State standards require teacher education programs to have plans for minority recruitment. In addition, the Ohio Teacher Education Loan Program assists teacher education candidates with scholarships for up to $15,000 (up to $5,000 per year) for tuition and instructional costs. The state forgives 20 percent of a loan for each year the recipient teaches in a designated subject area, and 25 percent of a loan for each year of teaching in a designated geographic area.

In concert with many public and private organizations and agencies, the Ohio Teacher Education and Certification Advisory Commission has implemented a minority recruitment project to study issues and concerns related to minority recruitment and make recommendations to the SBE.

Teacher Education Review and Study

The Standards Review Committee for Teacher Education and Certification, with membership from all levels of education practitioners, is realigning performance standards to match K-12 standards. Ohio established a performance-based system in 1980. Program approval and college evaluations examine programs accordingly. Another charge of the Standards Review Committee is to design a performance-based professional development program that meets district-level needs.

Professional Development

The Ohio legislature allocates funds for two professional development programs which are linked to current requirements for licensure renewal and school improvement programs. One program is Ventures Capital, which is funded with $9.6 million for FY 1995 and provides monies to individual school buildings where administration and teaching personnel have written grants to implement school reform. Most funds are used for professional development activities related to new assessments, new standards for student performance, and grants for a maximum of $125,000 for five years. Last year, 350 schools were funded.

The second program, funded at $5.1 million for FY '95, is to create regional professional development centers. These eight funded centers provide professional development linked to goals of the state improvement agenda. These goals are the foundation for newly-established curriculum models and new proficiency testing as well as to locally-identified needs.

Response to Violence

No state programs were reported in this area.

Entrance Requirements

To be admitted to a teacher education program, a person must have at least a 2.5 GPA in prior undergraduate work and demonstrate proficiency in reading, writing, and verbal communications on the P-PST. Individuals must maintain a 2.5 GPA throughout the program.

Requirements for Licensure—Regular

After passing the Oklahoma Teacher Certification Testing Program (which consists of subject exams) and completing an approved teacher education program, the candidate are eligible for a Teaching Certificate. With this license, individuals participate in an induction-year program where they are monitored and supported by a mentoring committee. Candidates then are eligible to apply for either a Standard Certificate or a Provisional Level I or II Certificate. The Standard Certificate is valid for five years and renewable with at least three years of teaching during the time the credential is valid and with completion of five semester hours or a combination of the two. The Provisional Level I is valid for one year, and the Provisional Level II is valid for two years. The mentoring committee recommends licensure or nonlicensure to the SDE.

Requirements for Licensure—Emergency or Shortage-Driven

A district may request the issuance of an Emergency Certificate if a qualified, licensed individual is not available to fill a teaching position. Individuals teaching under this credential must hold a bachelor's degree. This credential is valid until June 30 of the school year. The credential is not renewable, although it may be reissued if individuals take nine semester hours toward regular licensure in the field and pass the Oklahoma Teacher Certification Testing Program.

Requirements for Licensure—Alternative Preparation

The Alternative Placement Program permits bachelor's degree holders who have completed a major in a field that corresponds with a specialization area for an Elementary-Secondary Certificate (e.g., art or music), a Secondary Certificate, or a vocational-technical credential to become fully credentialed in three years or less. Individuals must pass the Oklahoma Teacher Certification Testing Program examination in the content area for which licensure is sought. When individuals meet this requirement and enroll in an Alternative Placement Program, each is issued a "valid certificate of qualification." With this credential, the person participates in the state's Entry-Year Program and has up to three years to complete the alternative program requirements. Such programs may consist of no less than six but no more than 18 credits in professional education. The amount of required preparation is reduced depending upon the level of the degrees the individuals hold, their prior teaching experience, or their prior work experience. By law, pre-student teaching and student teaching may not be required of program participants. SCDEs must implement Alternative Placement Programs in at least four areas of specialization (including math, science, and a foreign language) or lose state program approval. Individuals also are required to seek employment as a teacher within three years of entering a program for alternate preparation.

Standards Boards

Recently, the state legislature enacted House Bill 1146, effective September 1, 1995, to repeal legislation mandating a standards board. Until that date, the Educational Professional Standards Board (EPSB) will serve in an advisory capacity to the SBE in all matters relative to teacher certification. Membership on this board is as follows: the state superintendent of public instruction (serving as EPSB chair), the chancellor of higher education (serving as EPSB vice-chair), the director of vocational and technical education (serving as EPSB executive secretary), six classroom teachers, one secondary school administrator, one elementary school administrator, three IHE representatives, three parents of children enrolled in Oklahoma public schools, one superintendent, and two other representatives from outside of education. All serve four-year terms.

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Minority Teacher Recruitment

The Oklahoma Minority Teacher Recruitment Center, established by the state legislature in 1990, has three missions: to enhance the teaching profession by establishing a teacher cadet program for junior and senior high school students; implement statewide standards for effective multicultural teacher training; and recruit, retain, and place minority teachers across Oklahoma, especially in subjects lacking teachers.

Teacher Education Review and Study

The Oklahoma Commission for Teacher Preparation, appointed by the legislature in May 1992, was composed of representative teachers, administrators, college faculty, and citizens. Among the charges given this group was to develop a competency-based teacher preparation system, an inservice program for teachers to include a three-year entry level, a reentry program for teachers, and a teacher recruitment program emphasizing minority candidates. The commission is presented four recommendations in its report:

- implement a competency-based licensure system;
- develop a new assessment system to ensure that teachers have the subject matter competency and teaching skills necessary for effective teaching;
- implement a mentoring system for new teachers in the first three years of teaching; and
- implement a system of required professional development activities.

Professional Development

Oklahoma offers professional development for individuals holding provisional, standard, and emergency licenses and for those seeking licensure through alternate routes in the Staff Development Program. The program was initiated by the SDE in 1980 as a result of the Teacher Reform Act. The state appropriated $1,766,939 in FY '95 to fund the program. The SDE and LEAs are responsible for setting up professional development activities including workshops and inservice programs. In addition, individual teachers can enroll in IHE coursework for continuing education credit towards licensure renewal.

Response to Violence

The SDE initiated the first statewide conference on school violence in October 1993. This is a conference preliminary to the governor's conference on crime.

Entrance Requirements

Entrance requirements differ for each of Oregon's two routes for regular licensure. Division 15 is a four-year program for basic licensure that begins at the undergraduate level and continues to the graduate level of study (five-year program). The Division 16 program is a fifth-year program for those who have a BA and wish to pursue a fifth year of study to teach in a specialty area.

IHEs establish performance requirements for admission to teacher education programs. These include minimum skills in oral and written communication and computation. To enter a Division 15 or 16 program, an applicant must receive a composite score of 123 on the CBEST with no individual score below a 37. (Scores of 659 on the NTE communications test and 654 on the NTE general knowledge test are acceptable in place of the CBEST.) Applicants for Division 16 programs must also hold a bachelor's degree with a cumulative GPA that qualifies for graduate admission at the preparing institution, present references, and provide evidence of good moral character.

Beginning in 1993, candidates in Division 15 programs must pass the NTE subject exam in their area and score at least 661 on the NTE professional knowledge test.

Division 16 exit requirements include a cumulative GPA that qualifies one for a graduate degree at the IHE, a minimum score of 661 on the NTE professional knowledge test, two work samples from student teaching that illustrate the candidate's ability to foster students' learning, satisfactory performance in field-based activities and student teaching, compliance with Teacher Standards and Practices Commission (TSPC)-identified ethical standards, and passing scores on the relevant NTE subject exams.

Requirements for Licensure—Regular

The state grants Basic and Standard Teaching licenses. The Basic Teaching License requires a bachelor's degree from an approved program, appropriate NTE scores in subject-matter areas, and 661 on the NTE professional knowledge test. It is valid for three years and may be renewed if a teacher has completed at least half of a fifth-year program. To receive a Standard Teaching License, a person must complete a fifth-year program and three years of successful teaching in Oregon public schools. The license must be renewed every five years, and the person must teach one year out of those five years. The state also grants a special license if a person has completed all but 12 quarter hours required for the initial license. To obtain this special license, the individual and the district must submit a joint application.

Requirements for Licensure—Emergency or Shortage-Driven

Oregon offers several shortage-driven licenses. The Interim Teaching License may be issued to applicants with liberal arts bachelor's degrees if they pass the NTE subject exam in a TSPC-designated shortage area. Candidates must not have previously been enrolled in a teacher preparation program or held a teaching license. This license is valid for one year and may be renewed twice. On the third renewal, the license-holder can obtain the Basic Teaching License if he or she passes the NTE professional knowledge exam and has an offer of tenure from the employing district. The employing district must cosponsor individuals' applications for the Basic Teaching License and design professional development plans for them.

The Emergency Teaching License is issued only where there are insufficient applicants in an endorsement or geographic area. To obtain this license, individuals either must have completed an approved teacher education program or hold a valid out-of-state teaching license. Either of these must be in the field in which the Oregon license is requested. The license may be renewed on an annual basis if the holder completes nine quarter hours of additional preparation. The license may be renewed twice; by the end of the three years, individuals teaching under the Emergency Teaching Certificate must be eligible to hold the Basic Teaching License.

Restricted Licenses are issued under specific circumstances:

- A subject-matter or special education endorsement may be issued upon joint application from the

prospective teacher and the employing district. This one-year, nonrenewable license is available only to those who are within 12 quarter hours of qualifying for either a Basic or Standard Teaching License. The applicant must explain the circumstances behind the request for this license to the TSPC.

- Restricted Licenses with an elementary endorsement may be issued to individuals who completed a teacher preparation program under the auspices of the U.S. Armed Forces, the Peace Corps, or the Economic Opportunity Act of 1964. These individuals also must have two years of teaching experience in any grade from prekindergarten through grade 12 in subjects taught in the public schools. A joint application from the teacher and the district is required for this one-year, nonrenewable license.

- Restricted Licenses are available to exchange teachers from other states or countries. These teachers must hold a valid teaching license in their state or country in the area to be taught in Oregon. This license, obtained through joint teacher and district application and valid for 12 months, may be renewed through joint application.

Requirements for Licensure—Alternative Preparation

The one-year Certificate of Accomplishment may be issued to individuals who have expertise in an area or field where no endorsement is offered. Individuals must apply jointly with the employing district for this license and must describe the position to be filled and their qualifications for it. Certificates of Accomplishment may be issued in drama and Latin. In addition, Certificates of Accomplishment are issued for teachers of Japanese, although there is now an endorsement for this subject.

Standards Boards

The Teacher Standards and Practices Commission (TSPC) is an autonomous body appointed by the governor to set administrative rules on teacher education, approval of preparation programs, licensing, and discipline of educational personnel. The TSPC oversees employment practices (i.e., it ensures that districts hire licensed teachers and that those teachers are assigned to the appropriate grade levels or subject areas). The TSPC has final regulatory authority over all matters under its jurisdiction. The TSPC's 17 members include eight teachers, two principals, two superintendents, one local board member, two laypersons, and two SCDE representatives (one from a public institution and one from a private institution).

Minority Teacher Recruitment

The Task Force on the Minority Teacher Work Force, a governor-appointed group, ceased to exist in 1991, in keeping with a sunset provision. However, an outcome of the task force is the requirement to include representatives of minority groups as members of Oregon's educational governing boards. All teacher education programs now have minority representation on the teacher education consortia.

Teacher Education Review and Study

Several task forces have been appointed via the SBE as an outgrowth of HB 3561, "Oregon's 21st Century Act on Education." The task forces are charged with developing competency requirements in four areas of teacher education: instruction, creating a classroom conducive to learning, implementing instruction, and evaluating pupil achievement. The following changes are a result of the task force's recommendations:

- IHEs are working with local districts to begin professional development schools;

- the teacher standards and practices committee is working in a collaborative effort to direct simultaneous renewal education reform;

- IHEs and local districts are collaborating to develop new teacher assessment procedures.

The SDE set aside some funds to improve teacher education practices in the state. One project is the Beginning Teacher Assessment Model (BTAM) which involves assessing professional growth needs of new teachers, developing professional growth plans, and evaluating teacher education programs. BTAM was implemented in fall 1994 as a pilot study in 18 school districts. A panel including representa-

tives of teachers, principals, teacher educators, and TSPC will assess 55 candidates in the pilot study. The panel will assess the candidates' portfolios, make licensure recommendations, and establish a professional growth plan.

Professional Development

Oregon does not have a state-mandated professional development plan. Currently the SDE is considering components of a proposal concerning a professional development plan for the state legislature.

Response to Violence

No state programs were reported in this area.

Pennsylvania

Entrance Requirements

Pennsylvania permits IHEs to determine entrance and exit requirements for teacher preparation programs.

Requirements for Licensure—Regular

New regulations for teacher licensure are under review by the SBE. Currently, the Instructional I Certificate is a nonrenewable credential and is valid for six years. To receive this credential, an individual must complete an approved teacher preparation program; be recommended by the preparing IHE; hold a baccalaureate degree; pass a subject exam in his or her teaching area; and attain the following minimum scores on the NTE core battery: professional knowledge, 643; general knowledge, 644; communication skills, 646. Prior to employment, prospective teachers must undergo an FBI/Pennsylvania State Police criminal background check.

Requirements for Licensure—Emergency or Shortage-Driven

The state may issue an Emergency Certificate when a district verifies that it has not been able to find a credentialed teacher. Individuals who are certified, but do not have endorsement in the area of need, qualify for Emergency Certificates, provided they enroll in classes to complete coursework required for the Instructional Certificate in that area. Classroom teaching time under Emergency Certificates cannot be applied towards credit for the three years of teaching required to move from Instructional I certificates to Instructional II.

Requirements for Licensure—Alternative Preparation

Applicants with a bachelor's degree and who are enrolled in a teacher intern program can participate in one of 40 approved SCDE programs for alternative preparation. Candidates are required to pass the NTE communication skills, general knowledge, and specialty area tests with the same scores as required for regular licensure. The individual is required to apply for a letter of intern candidacy to be hired as a full-time teacher. When an individual secures a position, he/she receives an Intern Certificate. This is valid for three calendar years and may not be renewed. During the time the individual is teaching, he/she must complete the program developed by an SCDE, with the SCDE's supervision and support. After the candidate completes the teacher preparation program and passes the core battery and subject exams, he or she is eligible for an Instructional I Certificate.

Standards Boards

The Professional Standards and Practices Commission consists of 13 members: seven teachers, three basic education administrators, one IHE representative from a teacher preparation program, and two laypersons (one of whom must be an elected local board member). The commission advises the SBE on matters relating to teacher education, certification, and licensure. In addition, it develops and enforces standards for the professional conduct of teachers. The governor selects the commission members and the senate approves them.

Minority Teacher Recruitment

Pennsylvania has no state-sponsored programs for recruitment of minority teachers. Representatives of IHEs, state education agencies, and local districts encourage minority students to enroll in teacher education programs through informal means such as discussions, presentations in high schools, and dissemination of program information.

Teacher Education Review and Study

The SBE requires regular review of teacher preparation practices every five years. A decennial review of teacher education and licensure regulation was begun in 1993 by the SBE. Issues raised by the review likely will include alternatives to current testing, types of certificates, program approval procedures, greater collaboration between schools and teacher education institutions, and the implementation of performance-based evaluation procedures within teacher education.

Professional Development

Pennsylvania mandates professional development for provisional and permanent licensed teachers. The plan was initiated in June 1987 by the SDE and is funded by local school districts. Teachers and administrators receive professional development, which is generally offered by IHE faculty. Programs include both continuing education units of study and inservices. The plan is not linked to Goals 2000 and cannot be replaced by preparation for national board certification.

Response to Violence

The SBE and the House Education Committee agendas have included discussion of violence in schools. The majority of issues are resolved by local districts in response to regional needs. Programs to increase security measures and establish consequences for offenders have been initiated. The legislature is considering recommendations to allow districts to expel students for violent behavior in school.

Rhode Island

Entrance Requirements

The criteria for entry into a teacher education program include an interview prior to admission; a GPA at the time of admission that is 25 percent above the GPA required to remain in good standing at the IHE; and IHE measurement of individuals' reading, writing, speaking, listening, and math skills. To exit the teacher education program, individuals need to complete student teaching with a satisfactory grade, receive a positive recommendation from the supervisor of that experience, and have a GPA 25 percent higher than the IHE's GPA requirement for graduation.

Requirements for Licensure—Regular

The state issues three levels of credentials. To receive a three-year, Provisional Certificate, individuals must have:

- completed an approved teacher preparation program within the past five years or been approved through transcript analysis;
- passed the NTE core battery by earning scores of at least 657 in communication skills, 649 in general knowledge, and 648 in professional knowledge, or by earning a total score equal to the sum of the cut scores (1,954, with no one score four points lower than the individual cut score); and
- earned at least 30 hours in a major other than education [for secondary and special-subject credentialing].

Those with a Provisional Certificate who complete six credits (three of which must be college credit) and have three years of documented teaching experience are eligible for the Professional Certificate. Individuals who have not taught for three years are entitled to an extension of the Provisional Certificate provided they have completed six credit hours of study in education. The five-year credential is renewable with nine credits (including six graduate credits in the person's subject) and verification of continued teaching.

Earning the Life Professional Certificate is optional and may be accomplished in one of the three ways:

- Individuals with six years of teaching experience (three of which must be in Rhode Island) and a master's degree in their area from an approved program are eligible for the credential.
- Individuals with six years of teaching experience may obtain the credential by earning a master's degree in another education area and 15 additional graduate credits in their area.
- Candidates for the credential may earn a master's degree in an area other than education and 21 graduate credits in their area.

Those who meet all requirements for initial licensure except the standardized testing requirements are eligible to hold a one-year Temporary Provisional Certificate. This certificate may be renewed annually up to three years provided the individual has received successful annual performance reviews. At the end of three years, the individual is eligible for a Professional Certificate after meeting the requirements listed above.

Requirements for Licensure—Emergency or Shortage-Driven

The state issues an Emergency Certificate to individuals who have a bachelor's degree after the district superintendent has signed an affidavit stating that no certified teachers were available. For the credential to be renewed, the candidate must complete six credit hours towards a Provisional Certificate. After a person has taught two years with this credential (and enrolled in a teacher education program), this experience can count as student teaching. These requirements do not apply to vocational education positions.

Requirements for Licensure — Alternative Preparation

An alternate route to teacher licensure is available at many SCDEs. Individuals with a bachelor's degree may have their transcripts reviewed and establish a plan for a professional education sequence to meet all of the professional education and content areas as the regular teacher education program. This program includes student teaching and usually lasts 18 months.

Standards Boards

Since January 1994, a 30-member committee has been meeting to develop standards for beginning teachers in Rhode Island. The committee drafted 11 standards and is currently developing indicators for these standards.

Minority Teacher Recruitment

In 1993, a commissioner-appointed Minority Teacher Recruitment Task Force proposed strategies to remove barriers to minorities seeking employment as new teachers. Current activities resulting from task force recommendations include collaborative projects between IHEs and secondary-level schools that recruit high school students for teaching careers who have participated in volunteer activities and have appropriate high school coursework.

Teacher Education Review and Study

No state programs were reported in this area.

Professional Development

Rhode Island professional development activities are linked to licensure renewal activities which include taking courses at IHEs. See "Requirements for Licensure—Regular" for further details.

Response to Violence

In 1993, the state's attorney general formed a task force in cooperation with the Commission on Education to study juvenile violence in schools. The task force recommended legislation allowing school administrators to dismiss students from school permanently after committing violence in school settings. The attorney general's office and Commission on Education are negotiating an amendment to provide students with an alternate access to education.

South Carolina

Entrance Requirements

To be admitted to an undergraduate teacher education program, students must:

- complete at least 60 hours of courses that meet the IHE's degree requirements (to be taken no later than one full semester before student teaching);
- have either a cumulative undergraduate GPR (Grade Point Ratio) of 2.5 on a 4.0 scale or a 2.0 GPR on undergraduate work and a score above the 50th percentile on the SAT or ACT compared to examinees taking the same test in South Carolina the same year;
- earn a passing score on the South Carolina Education Entrance Examination (a test of basic skills in reading, writing, and mathematics); and
- have professional recommendations from general education and teacher education faculty.

To be recommended for a teaching license, students must pass the NTE professional knowledge exam (i.e., earn a score of at least 642) and the NTE subject exams in their fields and complete a full semester of student teaching.

Requirements for Licensure—Regular

To be eligible for a Professional Certificate, graduates from an approved teacher preparation program need to pass the NTE exams and be fingerprinted for an FBI criminal background review. This credential is renewable every five years with six semester hours of either college credit or inservice work, three credits of which must be in: the content or the methodology of one's field and three of which may be outside of one's field.

Requirements for Licensure—Emergency or Shortage-Driven

Provisional credentials are issued to individuals who have a bachelor's degree in an area of critical shortage, pass the NTE subject exam for that field, and receive an LEA employment contract. Holders of the credential are required to enter an alternative teacher education program, the two-year Critical Needs Certification Program. Components of the program include a two-week preservice training institute at Converse College or Coastal Carolina College, and successful completion of three graduate courses in education. After completing the educational requirements and teaching successfully for two years, candidates are eligible for the Professional Certificate. The state pays all fees for training and supervision except for the three courses.

Requirements for Licensure—Alternative Preparation

The SBE does not offer licensure for alternative preparation programs.

Standards Boards

The 12-member Professional Review Committee (PRC) advises the SBE on program standards and teacher education program approval. Members are appointed by the SBE on the recommendation of the state superintendent. The group recently recommended standards for M.A.T. programs to the SBE.

Minority Teacher Recruitment

The state awards to the South Carolina Teacher Recruitment Center approximately $886,000 per year. The center sponsors the Teacher Cadet Program and the ProTeam Program. The Teacher Cadet Program encourages high school students to enter teaching and participate in a variety of activities, including attending college courses. A priority of the program is minority student recruitment. The Teacher Cadet Program operates a counseling program, College Help Line, to help participants with the college application process and provide some trips to college campuses.

The recruitment center also sponsors the ProTeam program to foster middle schools students' and their parents' awareness of college opportunities. This program includes an exploratory course, club activities for minority students interested in a teaching career, and community service.

Teacher education programs at two historically Black institutions, Benedict College and South Carolina State University, receive state funding to

recruit high school seniors and nontraditional students and facilitate their progress through the programs. These IHEs have formed a partnership with the South Carolina Center for Teacher Recruitment. Funding for the partnership is separate from the Teacher Cadet Program.

Teacher Education Review and Study

South Carolina has instituted a number of programs and studies for restructuring education. A long-term project to develop curriculum frameworks is continuing. Pilot materials for math, fine arts, foreign languages, and science were developed. The teacher education curriculum is being altered to match content in the new K-12 curriculum. A number of local schools and IHEs are collaborating to launch programs for individual site-based management and local involvement in education. A third project involves the restructuring of middle school educational programs. Another effort is to alter the SBE's focus from that of a regulatory function to one of providing service to local districts.

Professional Development

See "Requirement for Licensure—Regular." No other state programs were reported in this area.

Response to Violence

In 1990, the state legislature passed the Safe Schools Act. As a follow-up, the SBE developed in 1991 a Safe School Checklist for schools to assess their safety and overall security. Schools are required to report their findings. The Safe Schools Act and the subsequent checklist focus on behavior, weapons, drugs, security procedures, and police/public agency involvement. The SBE plans to present a report on school safety to the state legislature in 1994. Further legislative action is expected.

South Dakota

Entrance Requirements

Students need a 2.5 undergraduate GPA to enter a teacher preparation program. They must display competence, as determined by the SCDE, in literacy, mathematics, and general knowledge. To exit a program, candidates must have three semester hours in Native American studies, a reading course in their subject area, and three semester hours in human relations.

Requirements for Licensure—Regular

After completing an approved teacher education program, an individual is eligible for a five-year Standard Certificate. This can be renewed with six semester hours of credit within the last five years. Out-of-state graduates without course requirements unique to South Dakota are given a two-year nonrenewable certificate to provide time for the completion of the requirements. Upon completion, they are eligible for the 5-year certificate.

Requirements for Licensure—Emergency or Shortage-Driven

An Authority-to-Act, valid for one year or less, may be issued at the request of a school administrator to provide temporary endorsement for a person who has a teaching credential but is not fully qualified for the assignment.

Requirements for Licensure—Alternative Preparation

The South Dakota Board of Education passed administrative rules for programs of alternative preparation for licensure. To be eligible, individuals must:

- have a bachelor's degree with a major in a subject for which a person can earn a credential;
- have all but 12 semester hours needed to complete required secondary education courses;
- lack student teaching experience; and
- have the employing district's consent that it will cooperate in an alternative program.

Interested individuals are directed to an SCDE, where their transcripts are evaluated and a course of study to be completed within three years is designed for the credential. Upon completion, applicants submit two recommendations from former professors, official transcripts of all undergraduate and graduate work, a course outline signed by both the SCDE contact person and the district superintendent, and an application for a limited credential to the SCDE. Candidates are then issued a one-year, limited credential. If the candidate remains employed in a cooperating school district and completes additional hours as planned by the SCDE, the credential may be renewed twice.

The contact person from the SCDE is responsible for supervising candidates, although the district provides supervision, direction, and an orientation to individuals before they enter the classroom. At the end of the process, individuals may be recommended for a five-year Standard Certificate.

Standards Boards

The South Dakota Advisory Council on Certification of Teachers and Educational Issues was established through HB 1384, passed in 1991. The 12 members, appointed by the governor, include six teachers, school administrators, and representatives from state IHEs offering teacher education. Among the group's responsibilities are suggesting criteria and procedures for evaluating teacher education programs and recommending teacher licensure requirements and renewal standards.

Minority Teacher Recruitment

Although South Dakota reports no state-sponsored programs in this area, teacher education program approval standards include requirements for minority teacher recruitment.

Teacher Education Review and Study

State rules concerning teacher education and certification are in process on the fifth-year revision

cycle. The office of accountability has initiated a grassroots process that includes representatives from teachers, parents, higher education, business, and professional groups in the revision process. The new standards will be presented to the SBE in 1996.

Professional Development

Although South Dakota's professional development currently is linked to licensure renewal requirements, the SDE applied for Goals 2000 grants to reform K-12 education and to align teacher education with reform efforts. Professional development practices are under review both due to Goals 2000 and to the state's regular cycle of evaluating teacher education and IHE accreditation. A number of new procedures are under consideration, including establishing continuing education units as professional development activities suitable for licensure renewal and allowing teachers who obtain National Standards Board Certification to waive current licensure renewal requirements. Although teacher workshops, which are usually initiated by the districts or SCDE, cannot be used for licensure renewal, current recommendations from the SDE will change this. The local districts and SDE fund the workshops and teachers fund their own professional development, college-credit coursework.

Response to Violence

No state programs were reported in this area.

Tennessee

Entrance Requirements

To enter a teacher education program, an individual must have a 2.5 GPA on all undergraduate work and attain the following minimum scores on the P-PST examination: mathematics, 169; reading, 169; and writing, 172 or on the PRAXIS II, mathematics, 314, reading, 315, and writing, 318. The individual must also have an interview and recommendations based on prior experiences with school-aged children.

Requirements for Licensure—Regular

To obtain a five-year Probationary License, applicants must have a bachelor's degree in an approved teacher preparation program, be recommended by the IHE, and must pass the NTE core battery and appropriate area tests. Passing scores on the core battery are 651 in communication skills, 647 in general knowledge, and 643 in professional knowledge.

Credential-holders participate in an induction program during the first year of teaching. Those who receive a positive evaluation for the first year are eligible for a three-year Apprentice License. After teaching a total of four years, individuals are eligible for a 10-year Professional Certificate. To renew this license, the applicant teaches for five of the 10-year validity period of the license and completes a master's degree or six semester hours (eight quarter hours) of coursework. If applicants do not have the five years of teaching experience, they must complete the coursework no later than one year before the credential is renewed.

When individuals receive a Professional License, they may choose to participate in the state's career ladder program, in which the individual is voluntarily evaluated annually.

Requirements for Licensure—Emergency or Shortage-Driven

No state programs were reported in this area.

Requirements for Licensure—Alternative Preparation

Tennessee has several alternative teacher preparation options. Individuals with a bachelor's degree, nine quarter hours or six semester hours of education courses, and an employment contract are eligible for a one-year Interim Probationary A License. The applicant must have been admitted to an approved teacher education program and must obtain a written statement from the certification officer at the college/university stating the applicant has satisfied the skills and knowledge in the subject-area component of the approved program. They are required to complete nine quarter hours or six semester hours of professional education courses before the credential is renewed. Upon entrance into the classroom, the candidate has release time to work with his/her mentor. This credential may be issued only three times to an individual.

Standards Boards

The legislature has given the SBE the authority to set standards and regulations for all licenses. The board is comprised of 11 members, including one student and one ex officio member. Members are nominated from each congressional district by the governor and approved by the General Assembly. An advisory committee to the SBE recommends new licensure standards and teacher education policy. Recent actions include adapting two-track high school curricula for state standards.

Minority Teacher Recruitment

Tennessee has three programs for minority teacher recruitment, including: Partnership to Assist School Success (Project PASS), the Minority Teacher Fellowship Program (MTFP), and the Minority Matching Teacher Grant Program (MTG). Project PASS is a mentoring program for junior and senior high school students with the goal of exploring the teaching profession as a career option while enhancing the total educational experience.

Project PASS, with 26 local chapters statewide, is a joint effort between the Tennessee Education Association and Tennessee Department of Education.

The MTFP, administered by the Tennessee Student Assistance Corporation, annually provides 19 $5,000 forgivable loans. Awards can be renewed up to three times and are repaid with Tennessee teaching experience at a rate of one year for every year the award is received.

The Tennessee Higher Education Commission funds a Minority Teacher Education Grant program which makes awards to higher education institutions on a competitive basis to encourage nontraditional minority students to pursue careers in education. Nine public and two private institutions now receive grants.

Additional assistance is provided through the Community College Scholarship Program for Minorities, which provides $2,000 scholarships annually for two years for prospective minority teachers. The Teacher Identification Program for Minorities invites community-based organizations to participate in identifying and assisting prospective minority teachers. Scholarship information and technical assistance is available to TIP organization representatives who actively identify and refer prospective minority teachers. A Prospective Minority Teacher List is developed annually by collecting the names, addresses and area(s) of teacher licensure for recent and anticipated completers of teacher preparation programs from all Tennessee IHEs that prepare teachers. This list is shared with all Tennessee local school systems. A full-time director assists in the coordination of efforts, provides technical assistance, and serves as an initial contact person on minority teacher recruitment activities.

The Tennessee Teacher Corps Program, a 1994 federally funded grant, provides $5,000 forgivable loans to 52 African-Americans in all subject areas and prospective teachers of students with disabilities.

Teacher Education Review and Study

The advisory committee to the SBE has adopted standards for supervisors, principals, social workers, guidance counselors, and teachers.

Professional Development

Tennessee professional development activities are limited to requirements for licensure renewal. See "Requirements for Licensure—Regular".

Response to Violence

Tennessee has several state initiatives to address school violence. Districts must provide an alternative school for students with discipline problems. Additionally, districts must make in-school suspensions part of their overall school plan and are urged to include plans for early identification of discipline problems.

The Drug Free Schools Act of 1986 has been revised to fund violence prevention activities.

Positive Attitudes in Tennessee, a state agency initiative, is a professional development program focusing on school climate, settling of disagreements, and solving problems. It is supported through state, Chapter 2, and the Drug-Free Schools funds.

Texas

Entrance Requirements

To enter a teacher education program in Texas, individuals must:

- have junior standing;
- pass the Texas Academic Skills Program (TASP) with a scaled score of 220 (i.e., have scores approximately at the 70th percentile in math, reading, and writing); and
- take up to 18 semester hours of professional education courses (including student teaching but not special education, English as a second language, or reading requirements).

Requirements for Licensure—Regular

Candidates for a teaching credential must pass at least two tests of the Examination for the Certification of Educators in Texas (ExCET), one in education pedagogy and one in their subject or specialty, to obtain their first credential. They take additional tests for additional endorsements or credentials. Required scores vary by teaching field. All credential candidates must undergo a criminal background check. A statute requires that parents be notified if their child is being taught by a nonlicensed teacher unless the teacher has a legitimate permit or at least 24 credit hours in his or her subject.

Individuals who successfully complete an approved teacher education program are eligible for a Lifetime Provisional Certificate. Individuals with a graduate degree and a special service certificate (eg, counselors, supervisors, reading specialists, school nurses, and school psychologists) are eligible for the Lifetime Professional Certificate. Both credentials require a bachelor's degree, a recommendation from the teacher education program, and a criminal records search.

Requirements for Licensure—Emergency or Shortage-Driven

To qualify for an emergency teaching permit, an individual must have a bachelor's degree and a signed statement from the hiring superintendent attesting that no certified candidate is available. After the individual is granted the teaching permit, he/she must go through a SCDE to determine a plan to become fully qualified. The one-year permit is renewable provided the individual is working towards eliminating the deficiencies.

Requirements for Licensure—Alternative Preparation

Candidates with a bachelor's degree and a minimum GPA of 2.5 (overall and in content areas) may be eligible for a credential in the Alternative Teacher Certification Program. They must pass the TASP (with the same scores required for entrance into a teacher education program), demonstrate proficiency in oral language, and demonstrate skill in use of information technology. Bilingual candidates must pass an oral and written exam. Twenty-three approved alternative programs are offered through districts, service centers, and IHEs.

Individuals meeting the above requirements are given Probationary Certification Status, which permits them to teach while participating in the program. Individuals must complete three to six hours of work in reading and any other preparation deemed necessary by the particular program before employment. They are supervised by a mentor and must be appraised twice in the year by two different evaluators using the Texas State Appraisal System. Program sponsors must advise the Texas Education Agency (TEA) on the method of the intern's evaluation.

Texas has three different delivery models for alternative routes to certification. Twenty-eight alternative sites are offer programs for individuals with a baccalaureate degree. In each of the site programs are modeled after one of the three systems, which include a school district model, a regional education service center, and the higher education model. Collaboration among colleges, universities, and school districts is a central component of the alternative certification models. Prior to completing the program, individuals must pass the ExCET. Most programs require additional screening processes to evaluate pedagogical knowledge.

Standards Boards

The Commission on Standards for the Teaching Profession, an advisory panel to the SBE, is responsible for reviewing and approving teacher education programs. Matters relating to teacher credentials are reviewed by the commission before the TEA considers them for final action. The commission's 16 members include teachers, principals, other administrators, public SCDE representatives, IHE representatives, and a state agency representative. Each group nominates members for SBE approval, taking into consideration the commissioner's recommendations. The commission recently considered adopting separate standards for junior high/middle school teacher education programs and is working on proficiency-based teacher education processes which are to be established by September 1, 1997.

Minority Teacher Recruitment

The SDE has initiated a number of activities for minority teacher recruitment. The Texas Teacher Recruitment, Retention, and Assistance (TTRRA) Program facilitates the search, employment, and retention of teachers from diverse backgrounds. TTRRA Academies assist teacher candidates with materials, strategies, and workshops for success in teacher careers. The Cross-Cultural Academy develops cross-cultural training activities to prepare future teachers in culturally diverse communities.

Teacher Education Review and Study

The Texas SDE and legislature combined efforts to achieve a number of goals towards K-12 and higher education reform. In 1992, the SDE, based on the Secretary's Commission on Achieving Necessary Skills report to the Department of Labor, initiated and institutional accountability system designed to hold school districts accountable for student learning. Based on the goals of this system, steps were taken to establish parallel accountability for teacher education programs. The overall objective was to ensure that educator preparation entities provide graduates with knowledge and skills necessary for educators to produce the most effective results in the classroom. Components of the initiative include establishing teacher and administrative proficiencies, performance criteria for teacher education programs, a program approval process, and a redesigned licensure system for teachers and administrators. A performance-based approach is to be applied both to K-12 education and teacher education programs.

Parallel to this initiative, is the development of professional development centers. In collaboration with 31 IHEs, seven junior colleges, 15 regional service centers and 193 campus sites, deliver programs for professional development. Seventeen professional development centers have been established. The purpose of the centers is to integrate technological advances and innovative teaching practices into teacher preparation and staff development efforts.

In addition, the SBE recommended the following initiatives for consideration in the 1995 legislature:

- Adding 20 staff development days phased in over four years in increments of five days with legislated appropriations for that purpose.
- Raise teachers' salaries in Texas to reflect the national average over the next five years.
- Increase funds for technological advances in public schools.
- Maintain the authority of the SBE as the State Board of Vocational Education with jurisdiction over K-12 vocational and technical programs.

Professional Development

Texas professional development activities are linked to licensure renewal requirements. See "Requirements for Licensure—Regular" and "Teacher Education Review and Study."

Response to Violence

The SBE submitted a number of recommendations for the 1995 legislation regarding violence in the public schools. Included are the following:

- Establish an alternative education program for serious offenders as outlined in the commissioner's proposed code revision.

- Develop a continuum of services to address prevention, truancy, and the needs of non-serious offenders who chronically misbehave.

- Define "assault" as a basis for removal from the classroom to include any assaultive offense under the definition in chapter 22 of the penal code or any sexual offense.

- Include repeated sexual harassment as cause for classroom removal.

- Expand the uniform database for crime reporting.

Entrance Requirements

IHEs set their own admission and exit requirements.

Requirements for Licensure—Regular

Graduates of teacher preparation programs may obtain a Basic Certificate, which is valid for four years. A person with the Basic Certificate who teaches for at least two of those years is eligible for a Standard Certificate. This credential is valid for five years. If a person teaches successfully for at least three out of five years, he or she will automatically be relicensed. Utah requires fingerprinting and background checks of student teachers and new teachers.

Requirements for Licensure—Emergency or Shortage-Driven

Utah issues Letters of Authorization to districts to employ individuals who have not completed a teacher education program. Districts must show that a credentialed, qualified person was not located for the advertised teaching position. Individuals hired under a Letter of Authorization must meet requirements for a Basic Certificate by the end of the year in which the letter is issued.

Utah offers Eminence/Special Qualifications Certification for those without formal teacher preparation to teach up to two periods per day. Eligibility depends on the applicants' expertise in the subjects to be taught.

Requirements for Licensure—Alternative Preparation

Utah offers the Alternative Preparation for Teaching Program (APT) which is jointly administered by a mentor teacher, a school district representative, and a SCDE representative. They design an APT program in elementary, special education, or secondary education for a candidate or a cohort of candidates; the program must be approved by the SDE prior to implementation. Eligible individuals must:

- hold a bachelor's degree (or show equivalent experience);
- comply with fingerprinting and background checks;
- must have coursework related to the endorsement area;
- have a teaching position in the district; and
- have five years of experience related to the proposed teaching area.

With state approval of the plan, the SDE will issue an APT Certificate that allows the individual to teach for two years in the subjects listed on the credential. Individuals are supervised by a licensed teacher over the two years and are eligible for state licensure when they meet all requirement for a Basic Certificate. The district establishes the salary and benefits for the candidate and guarantees time for mentor teachers to observe and evaluate participants.

Standards Boards

The State Advisory Committee on Teacher Education advises the SBE on credentialing standards and includes six superintendents; four principals; six teachers; six SCDE representatives; one other IHE official; and one member each from a state professional association, the Board of Regents, the school boards association, and the local teacher education association.

The Utah Professional Practices Advisory Committee considers ethical issues of education as they pertain to licensure standards of educators accused of misconduct. The 11-member board (six teachers and five other types of educators) make recommendations to the SBE.

Minority Teacher Recruitment

For the SBE and education deans, minority teacher recruitment remains a priority. The SBE is considering plans for a program.

Teacher Education Review and Study

The Blue Ribbon State Planning Coordinating Committee is composed of teachers, leaders in staff

development, principals, and members of the Utah Education Association. The committee is charged with revising and restructuring Utah's certification and program approval standards. Work has focused on such topics as personalized education for students, integrated curriculum, site-based decision-making, technology management preparation, classroom management, and models of collaboration between SCDEs and local schools.

Utah IHEs and the SBE collaborated to restructure teacher education programs and develop new program approval standards in alignment with changes in K-12 education. Local districts, IHEs, and the SBE cooperated to make funds available for the united reform of teacher education and K-12 education. Utah also has implemented performance-based guidelines for professional development.

Professional Development

Utah does not have a state-mandated professional development program.

Response to Violence

The Utah state legislature allocated funds to local districts for prevention of gang violence. Local districts applied the funds to purchase protective devices and develop conflict resolution workshops.

Entrance Requirements

To enter a teacher education program, applicants must have a B average in their major and demonstrate competence in writing, speaking, and mathematics through IHE-determined means. To be admitted to student teaching, students must maintain a B average, meet criteria for skills required for their endorsement, and receive the IHE's recommendations. Effective July 1995, graduates must have a major in liberal arts or science. Individuals matriculated into a teacher education program are required to prepare a portfolio. This portfolio is utilized to evidence acquisition of the competencies required for licensure.

Requirements for Licensure—Regular

Individuals are eligible for the Beginning Educator's License after successful completion of an approved teacher education program. This license is valid for two years and is renewable indefinitely. A local standards board recommends teachers for renewal of the Beginning Educator's License. Those not employed in public education request consideration directly through the state licensing office.

The Professional Educator's License is issued for a period of seven years to individuals who have taught at least two years under a Beginning Educator's License and demonstrate the ability to plan instruction, maintain a positive learning environment, conduct learning experiences for individuals and groups, and demonstrate knowledge of content areas. Those employed in public education can renew this license upon completion of an Individual Professional Development Plan approved by the local standards board. This requires a minimum of nine credit hours or the equivalent applicable to each endorsement held.

Requirements for Licensure—Emergency or Shortage-Driven

The Standards Board for Professional Education (SBPE) may waive one or more requirements for initial licensure when all of the following criteria are met:

- there is a severe shortage of licensed teachers in the field for which the candidate is seeking a license;
- a district cannot find a licensed teacher for a position;
- a candidate possesses extraordinary compensating qualifications (as determined by the SBPE);
- a joint request from the superintendent and the candidate is presented documenting that these criteria are met and specifying both the supervision the candidate will receive and the steps to be taken to find a licensed teacher.

This one-year waiver is nonrenewable; at the end of the year, individuals must meet the requirements for licensure to remain in the position.

Requirements for Licensure—Alternative Preparation

Under certain circumstances, individuals may earn a Vermont teaching license through peer evaluation. To initiate the evaluation process, individuals must demonstrate that they have experience, competence, and qualifications in the field in which they wish to teach. School administrators are eligible to earn a license through this process.

Standards Boards

The Standards Board for Professional Educators (SBPE) recommends standards to the SBE for approval and enactment. The board is composed of 12 teachers; three public representatives (one from the public at large and two school board members); one superintendent; one principal; one special education coordinator; one area vocational director; one supervisor; and the commissioner of education (ex officio).

The group's three permanent standing committees oversee teacher and administrator relicensing, and higher education (the latter oversees training of visiting approval teams, prepares the SBPE for the review of the teams' findings, and coordinates efforts of IHEs to provide inservice coursework).

Each public school district has a standards board to review and recommend teachers for renewal. Each local board includes at least five educators. There are five regional standards boards, each with an administrator majority that review and recommend public school administrators for renewal.

Minority Teacher Recruitment

No state programs were reported in this area.

Teacher Education Review and Study

No state programs were reported in this area.

Professional Development

No state programs other than those related to licensure renewal were reported.

Response to Violence

No state programs were reported in this area.

Entrance Requirements

Regulations include a minimum GPA of 2.5, an arts and sciences degree, and no more than 18 credit hours in professional studies excluding field experiences. In those institutions which have chosen to implement a graduate-level program, the 18-hour limit does not apply.

Requirements for Licensure—Regular

Virginia offers four regular licenses: the Collegiate Professional, the Postgraduate Professional (master's degree), the Pupil Personnel (professional support personnel and counselors), and the Superintendent. In addition, two vocational area licenses are offered, the Technical Professional and Vocational Evaluator. All are five-year renewable licenses.

To receive an initial Collegiate Professional License or Postgraduate Professional License, the candidate must complete either a regular teacher education program or an alternative teacher education program at an approved institution of higher education. In addition, the candidate must earn the following:

- scores of 649, communication skills, 639, general knowledge, and 639, professional knowledge on the NTE; and
- appropriate passing scores on NTE specialty area tests.

For all the credentials, license renewal is based on a point system. Individuals are required to participate in such professional development activities as coursework, educational projects, publications, and educational travel until they earn 180 points.

Requirements for Licensure—Emergency or Shortage-Driven

Virginia officials report that in general, the state does not offer an emergency or shortage-driven credential. However, when a district has a shortage-driven special education (SPED) vacancy, an individual may be hired and the district can apply for a SPED Conditional License to work in a special education endorsement area for which he/she is not endorsed. In these cases, the individual is required to complete the endorsement area requirements within two years. The SPED Conditional License is not renewable.

Requirements for Licensure—Alternative Preparation

SDE guidelines allows individuals without undergraduate teacher preparation but with a bachelor's degree in the academic area related to a teaching field and an employment contract to obtain a three-year Provisional Certificate to teach. They must complete 15 semester hours of professional studies either before or during their teaching experience. These courses may be taken at an accredited college or university or at a state-approved LEAD alternative program. When individuals holding the Provisional Certificate meet all requirements for the regular Collegiate Professional Certificate, the state grants the latter credential.

Standards Boards

The Advisory Board on Teacher Education and Licensure serves in an advisory capacity to the SBE. The 19 members include one representative of personnel administrators, one from the business community, 10 teachers, one superintendent, one local board member, one principal, one representative of a parent-teacher organization, one public IHE representative, one private IHE representative and two lay members. The board currently is reviewing teacher education program standards and licensure regulations initiated by Virginia's statewide reform effort.

Minority Teacher Recruitment

The Virginia SDE completed a study to examine issues related to minority recruitment. Conducted by two teams, the study examines general state and region-specific issues. The SDE is in the process of making recommendations and developing plans for action.

Teacher Education Review and Study

The SDE is focusing on educational reform in high academic standards, school safety, instructional technology, parent/community involvement, and long-range planning. The SDE is currently revising the state's Standards of Learning and will develop new assessment instruments and new school accreditation policies. Teacher education reform will be linked to K-12 reform.

Professional Development

Virginia links professional development activities to licensure renewal requirements. See "Requirements for Licensure—Regular."

Response to Violence

Virginia implemented new legislative regulations related to school violence and safety in 1994. Based on presentation of data in *Violence in Schools Recommendations for Action* by the Education Summit, the regulations focus on issues of school crime and prevention. The SDE continues to focus on responses to violence in school as a high priority.

Entrance Requirements

Washington specifies entrance requirements for its teacher education programs. Individuals must:

- have a 2.5 GPA in their most recent 45 quarter hours of collegiate study;
- demonstrate competence in reading, writing, and oral communication; and
- score not less than the statewide median for the Washington Pre-College Test (or a comparable score on the SAT, ACT, or GRE).

Requirements for Licensure—Regular

To earn an Initial Certificate, individuals must:

- be at least 18 years of age;
- complete an approved teacher education program;
- hold an approved baccalaureate degree;
- have evidence of good moral character; and
- undergo fingerprinting clearance.

The Initial Certificate is a four-year credential that may be renewed for an additional three years by taking 15 quarter hours of approved credit.

To obtain a Continuing Certificate, an individual must take 45 quarter hours of postbaccalaureate upper-division or graduate courses including study in issues of substance abuse and child abuse; and complete 180 days of satisfactory teaching experience; and obtain at least two subject-area endorsements. Every five years, teachers must complete 150 clock hours of continuing education to maintain this credential.

Requirements for Licensure—Emergency or Shortage-Driven

If a district demonstrates that it cannot locate a licensed professional for a teaching position, it may request the issuance of an emergency or a Conditional Certificate. The emergency certificate may be issued to an individual who holds the appropriate degree and has completed a substantial part of a professional preparation program. It is valid until the following August 31 and is not renewable. The Conditional Certificate may be granted to individuals who have special expertise but no pedagogical preparation. Districts must request the credential and provide the candidate with a mentor. Additionally, in cooperation with the mentor, the district must develop a plan to assist the individual with teaching duties.

Furthermore, during the first 60 days of employment, holders of the Conditional Certificate must complete 60 clock hours (four semester hours or six quarter hours) of coursework approved by the school district superintendent. The credential is valid for up to two years for the specific assignment and may be renewed at two-year intervals thereafter. For each of these subsequent renewals, the individual must complete 60 clock hours of coursework.

Requirements for Licensure—Alternative Preparation

The Internship Certificate Pilot Project allows individuals in cohort programs to teach while taking teacher preparation coursework. The Internship Certificate is a one-year credential renewed only under special circumstances and may be issued to bachelor's or master's degree holders with 30 semester hours in an endorsement area and five years of work experience deemed relevant by an IHE.

Prior to receiving the internship certificate, candidates must be admitted to an internship preparation program approved by the SBE and must have a district employment contract. Participants must take 10 out of the required 30 semester hours of education courses before the beginning of the school year. The courses must include (but are not limited to) child or adolescent psychology, classroom management, methods of instruction, the legal responsibilities of the professional educator, reading in the content area, and the safety and supervision of children (including 40 hours of observation of students in learning situations). Participants must also take three semester hours each semester of the school year and 10 additional semester hours the summer after their first year of teaching.

Candidates participate in an IHE-sponsored, three-

hour seminar every week while they teach under the Internship Certificate. IHEs assign college supervisors, and districts assign mentors, to support the interns while they teach. When candidates complete the above-described 30 semester hours and the year of teaching, they are eligible for the Initial Certificate. To date, the Internship Pilot has not been implemented. The Instructional Specialist Certificate is a second alternative. It is for individuals of "unusual distinction or exceptional talent as demonstrated through state or national records of accomplishments and/or awards." Districts may request these credentials for a specific teaching vacancy. The credentials are valid for up to two years.

Districts and participants collaboratively develop a written plan of assistance for the new teacher. Within 60 working days, the individuals must complete 60 clock hours of coursework in pedagogy and child or adolescent development. The credentials may be reissued after two years if the holder completes 60 clock hours of coursework approved by the employing school district.

Standards Boards

A state-level Professional Educational Advisory Committee (PEAC) was appointed by the SBE to review standards for certification, licensure, and program approval. The 30 members represent the education community, legislature, general public, and deans from both public and private SCDEs. The PEAC's recommendations are advisory to the SBE in its decision-making process. Recent work of the PEAC addressed the proposed performance-based teacher education standards.

Each IHE's teacher preparation program also has its own Professional Educational Advisory Board (PEAB); these boards represent local practitioners. One-half of a PEAB's voting membership must be composed of K-12 practitioners who are from districts near the IHEs and who work with the institution on curriculum and program development.

Minority Teacher Recruitment

The SBE standards require that all approved programs establish incentives and affirmative action procedures to recruit candidates from under-represented populations. The state legislature has funded a new program to provide release time for selected individuals to complete administrative credential internships; underrepresented populations are encouraged to participate.

Teacher Education Review and Study

As a result of legislative action, Washington has initiated several measures designed to reform education. The State Commission on Student Learning was formed in 1993 with the mandate to develop essential K-12 learning outcomes along with valid, authentic assessments by the year 2000. In addition, the SBE is in the process of adopting policies to ensure that the state certification system and standards for teacher education complement changes in K-12 education. The SBE has established a new Advisory Council for Teaching Standards with representatives from SCDEs, administrators, teachers, and parents, to develop new performance-based certification standards to advance from the beginning level to the advanced certification level. Initial council recommendations will be presented to the SBE by September 1996.

Professional Development

The Washington state professional development plan requires all holders of continuing level certificates to complete 150 clock hours of district-approved inservice every five years. All beginning teachers at the initial level of certification complete 45 quarter hours of college credit within 4 years of receiving initial-level certification in order to obtain the second, or continuing level, certification. The continuing education clock hour requirement was initially implemented in 1987 by the SBE.

Although in most districts, the individual funds the his/her own professional development, some LEAs provide funding. The SBE approves close to 300 agencies and organizations annually as providers of clock hours. All colleges, local districts, and regional service agencies are approved. Providers include teachers, IHE faculty, administrators, and private consultants and may be offered through inservices and/or continuing education programs. Plans to include professional development requirements in Washington's designs for Goals 2000 are being considered.

Response to Violence

A variety of anti-violence and weapons control measures have been approved by Washington legislators. They range from preventative measures and stricter punitive action to developing programs that foster skills in conflict resolution.

Wisconsin

Entrance Requirements

State requirements for entering teacher preparation programs in Wisconsin include a 2.5 GPA on at least 40 semester hours of credit and adequate scores on the P-PST (a minimum of 175 in reading, 174 in writing, and 173 in mathematics). IHEs may waive the GPA or P-PST requirement for up to 10 percent of the entering class of teacher education students.

Each student must complete a human relations requirement including a minimum of 50 clock hours of experience divided among adult and pupil members of backgrounds different from the individual's, including members of at least one minority ethnic group, disability groups, and a person of low-income backgrounds.

Effective August 31, 1996, administrative rules will require all students in elementary education to have 12 semester credit hours of mathematics, 12 semester credit hours of science, and 12 semester credit hours of social studies incorporating content, methods of teaching, and curriculum. A state requirement is in place for 12 semester credit hours of reading and language arts for students of elementary education and six hours of reading and language arts for students of secondary education; and up to six semester hours of reading and language arts for students in a variety of other education programs (e.g.: special education, pupil services programs, and such K-12 programs as art, music, and physical education).

Requirements for Licensure—Regular

The requirements for an Initial License are successful completion of an approved program, a bachelor's degree, and a recommendation from the IHE certification officer. Teachers must renew this credential every five years by one of the following methods:

- earning six semester credits at an institution with a state-approved teacher education program, from an accredited baccalaureate or graduate degree program,
- earning six semester credits in approved off-campus courses,
- earning six semester credits in approved professional field experiences,
- earning the equivalent in professional education (i.e., 180 clock hours of preapproved DPI professional activities in areas directly or substantially related to their license(s) and/or related to professional competency).

Requirements for Licensure—Emergency or Shortage-Driven

Districts may request the issuance of an Emergency Permit when a qualified, credentialed individual cannot be located to fill a teaching position. This permit authorizes an individual with a bachelor's degree to serve in one assignment for one school year. If the teaching position is not filled in the second year, the district can request a permit a second time for the individual, if he/she documents acceptance into a teacher education program and the district cannot locate a fully credentialed teacher. Individuals must complete six semester hours of coursework in an approved program during the first and second years. The permit can be renewed for a third year of teaching, providing the need still exists and the individual has continued his/her coursework and providing that fully qualified, credentialed teacher is not available.

Requirements for Licensure—Alternative Preparation

Wisconsin offers two alternative routes to credentials. The first was implemented in 1991. The Wisconsin legislature passed the Professional Teaching Permits: Math and Science Act (Statute 118-192) which provided for the Alternative Program for Careers in Science and Mathematics. Under this option, individuals with five successful years of work in math and science or related areas may gain a permit to enter the field of education. The individual must have a bachelor's degree, a passing score on the NTE in the area of focus (math and science), and participate in 100 clock hours of preparation determined by the Department of Public Instruction.

The permit-holding teacher is not the teacher-of-record, does not evaluate students, and does not determine curriculum. These permit-holding individuals operate under the supervision of a fully licensed teacher and are meant to enhance the quality of instruction within K-12 classes. The permit is for two years and can be renewed indefinitely.

The second option is offered by participating IHEs. The only entrance requirement is that applicants must have a BA. Exit requirements are commensurate with regular licensure requirements. Some programs require candidates to work with mentors from the district, while others require that mentors be from the IHE. The flexible guidelines are designed to allow IHEs to create programs to fit needs unique to cultural, ethnic, or regional groups.

Standards Boards

The 18-member Advisory Council for Teacher Education and Certification advises the DPI on licensing and program approval standards. The council includes five teachers, four administrators, four IHE representatives, one student, and four lay members.

Minority Teacher Recruitment

By state mandate, all IHEs must have a plan to recruit minorities into teacher education. Plans must include efforts for retention and completion. The DPI sponsors "Teacher World," a special program presented in schools to attract juniors in high school into teaching. There are currently three innovative, experimental teacher preparation programs that focus on the recruitment of minority teachers.

Teacher Education Review and Study

The state superintendent of schools established a task force to study teacher education preparation programs and consider new designs for licensing professional school personnel. The task force reported to the superintendent in April 1995, and made several recommendations, which are under review by the State Superintendent's Advisory Council for Teacher Education and Certification. Among items under review are consideration of outcomes-based performance standards, increased collaboration between IHEs and local districts, and establishment of professional development schools and career-long professional development.

Professional Development

See "Requirements for Licensure—Regular." No other state programs were reported in this area.

Response to Violence

In spring 1994, Wisconsin enacted legislation providing appropriate access to records concerning student delinquent behavior. Further legislation established new guidelines for teacher and school personnel use in maintaining order and in conditions requiring self-defense.

Effective July 1, 1996, legislation will require education personnel to have demonstrated competency in the following areas:

- Resolving conflicts between pupil and between pupils and school staff;
- Assisting pupils in learning methods of resolving conflicts between pupils.

West Virginia

Entrance Requirements

There are no state-mandated requirements for entering teacher education programs in West Virginia. However, persons must complete a SBE-approved teacher education program as part of the state's licensure requirements. Such programs typically require students to pass the P-PST.

To exit a teacher education program, an individual needs P-PST scores of at least 172 in reading, 172 in mathematics, and 171 in writing or must achieve 319 in reading, 317 in mathematics, and 316 in writing on PRAXIS I. Institutions must develop and administer their own assessments of speaking, listening, and computer literacy. They also typically require students to pass one of 45 West Virginia content specialization tests. (There are 55 areas in which a candidate can receive a license.) The state requires programs to assess candidates' performance during student teaching. This assessment must be verified by both public school and higher education supervisors.

Requirements for Licensure—Regular

The Professional Certificate is issued to those who have:

- completed an accredited college's SBE-approved teacher preparation program;
- achieved a bachelor's degree;
- have a minimum 2.5 overall GPA;
- passed state subject-matter tests; and
- passed the P-PST.

Initially, the Professional Certificate is valid for three years. When the holder completes a beginning teacher internship, six semester hours of college credit as defined by State Board Policy 5202, and three years of appropriate experience, the credential may be converted to a Professional Certificate (valid for five years). Once they have this credential, individuals may obtain a Permanent Certificate by either earning a master's degree and completing five years of educational experience or renewing the five-year credential twice.

Requirements for Licensure—Emergency or Shortage-Driven

The state issues a one-year permit to individuals willing to teach in shortage areas. Candidates must hold a bachelor's degree. The permit may be renewed if the holder completes six credit hours per year in an approved SBE program. To be fully credentialed, candidates must graduate from such a program and meet all appropriate requirements within five years.

If a district cannot find a fully credentialed teacher to teach a particular subject, a credentialed teacher may be assigned to teach out-of-field without further preparation for the first year.

Requirements for Licensure—Alternative Preparation

Senate Bill #1 (passed in 1990) authorized the creation of alternative programs for the education of teachers, although, to date, no such programs have been approved. Schools, school districts, school consortia, or regional education service agencies may submit alternative plans to the SBE for approval. In their plans, the groups must show evidence of having sought joint sponsorship with IHEs.

Eligibility criteria include a bachelor's degree in a discipline taught by the public schools; a minimum 2.5 overall GPA; passing a SBE-approved basic skills and subject-matter tests or three years of successful experience in the area of licensure; U.S. citizenship (age 18, of good moral character and "physically, mentally, and emotionally qualified to become a teacher"); and no previous completion of a state-approved teacher preparation program.

After passing the SBE-approved tests, a document permitting employment as a teacher is issued. With an offer of employment, individuals are issued a one-year, temporary Alternative Program Teacher Certificate. With this certificate, they participate in SBE-approved alternative preparation programs. The alternative preparation program must include a 20- to 30-day period of instruction, a period of classroom responsibilities, and evaluation by a professional support team.

Standards Boards

The West Virginia SBE has created two bodies to assist in matters pertaining to the preparation and licensure of educational personnel. The Council on Professional Education (COPE) is an advisory body to the State Board on policies and procedures related to teacher education, teacher certification, and staff development. The recently reorganized COPE includes 19 members, the majority of whom are classroom teachers. Other members represent lay citizens, public school administrators, and college faculty.

The SBE has also established the Certification Appeals Board (CAB) to hear grievances and render decisions related to licensure actions. This nine-member board, which is comprised of public school and higher education personnel, meets four times a year to consider cases assigned to its docket. Grievants not satisfied with the CAB's decisions may appeal to the state superintendent of schools who may sustain or overturn the CAB ruling.

The West Virginia legislature, as part of its session in spring 1994, created the Educator's Professional Standards Board that would assume many of the functions currently assigned to the West Virginia Board of Education, COPE, and CAB. Some questions have been raised about the authority of the Educator's Professional Standards Board since the West Virginia Board of Education is a specifically designated body in the West Virginia Constitution.

Minority Teacher Recruitment

No state programs were reported in this area.

Teacher Education Review and Study

The SBE is considering several recommendations to reform teacher education, licensure, and program approval.

Professional Development

See "Requirements for Licensure—Regular". No other state programs were reported in this area.

Response to Violence

The legislature enacted SB 46 with provisions for eliminating firearms on school property.

Wyoming

Entrance Requirements

Admission and exit requirements for teacher education programs are determined by the IHE.

Requirements for Licensure—Regular

To be eligible for a Standard Certificate, individuals must hold a bachelor's degree and have an institutional recommendation from an IHE that has been approved by the Professional Teaching Standards Board (PTSB). The Standard Certificate is renewable every five years with the completion of five credits. These credits can be earned through university coursework, PTSB workshops, approved local staff development programs, approved individual professional development programs, or professional growth credit. Certification by another state is recognized if the certificate is current and equivalent to any of Wyoming's certificates. Those applicants with deficiencies who are issued a Wyoming certificate are allowed two years to complete specific state requirements.

Requirements for Licensure—Emergency or Shortage-Driven

Temporary Employment Permits are issued to those individuals with a bachelor's degree and training in the subject for which the district needs a teacher. The one-year, nonrenewable permit allows individuals to be hired by districts unable to fill a position with a fully credentialed teacher. These individuals teach under supervision during the year and are not required to take any additional courses during that time.

A Temporary Certificate is issued to licensed individuals to teach out of their field. The individual must have two-thirds of the required coursework needed to be licensed to teach in an area other than his/her licensed area. The individual must present a plan for completion of coursework needed to meet the licensure requirement.

Requirements for Licensure—Alternative Preparation

No state programs were reported in this area.

Standards Boards

The autonomous Professional Teaching Standards Board (PTSB) has 13 members appointed by the state superintendent and the following representation: two teachers, K-6; three teachers, 7-12; one nonteaching certificated professional; one elementary principal; one secondary principal; one teacher educator and one dean of an approved teacher education institution; one community college representative; one central office staff representative; and one local board member. The PTSB establishes certification rules and regulations; licensure revocations, waivers, exceptions, and petitions; and approval of higher education teacher preparation programs.

Minority Teacher Recruitment

No state programs were reported in this area.

Teacher Education Review and Study

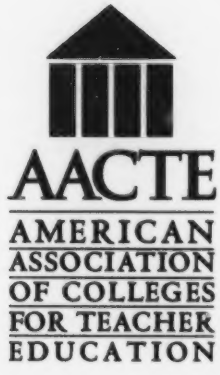
Wyoming is continuing to implement program approval standards which are knowledge-, skill-, and competency-based. At the time an endorsement-area program is approved by PTSB, the transcript analysis process of certification will no longer be used as an evaluation for a certificate or endorsement. All certificates and endorsements will be issued based on program approval standards by July 1, 1995.

Professional Development

Professional development requirements in Wyoming are limited to the above-mentioned requirements for licensure renewal. The SDE and IHEs are currently considering plans to increase professional development activities for teachers in areas remote from the IHE. No state-mandated requirements are under consideration.

Response to Violence

No state programs were reported in this area.



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